REPORT RESUMES

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ADMINISTERING COMMUNITY COLLEGE STUDENT PERSONNEL SERVICES, REPORT OF THE ANNUAL PRESIDENTS' INSTITUTE, MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM (5TH, ANN ARBOR, 1965).

BY- MEALEY, F.R.
MICHIGAN UNIV., ANN ARBOR

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THIS INSTITUTE (JULY 1965) COVERED BOTH IMMEDIATE AND PERIPHERAL ASPECTS OF STUDENT PERSONNEL SERVICES, WITH APPROPRIATE EMPHASIS ON THE SEMIPROFESSIONAL AND OCCUPATIONAL CURRICULUM. COUNSELING SHOULD PROVIDE THE STUDENT WITH (1) ORIENTATION TO COLLEGE LIFE, (2) APPRAISAL OF HIS ABILITIES AND APTITUDES, (3) FIRM REGULATIONS FOR SUITABLE COURSE SELECTION, (4) CONSULTATION (CAREER ADVICE, PERSONAL COUNSELING) WITH A PROFESSIONAL COUNSELOR OR FACULTY MEMBER, (5) ENCOURAGEMENT OF HIS PARTICIPATION IN COCURRICULAR ACTIVITIES, AND (6) SERVICES SUCH AS FINANCIAL AID, JOB PLACEMENT, HEALTH, AND HOUSING. AMONG OTHER TOPICS DISCUSSED WERE THE ROLE OF ETHICAL VALUES IN PERSONAL COUNSELING, THE USE OF ELECTRONIC DATA SYSTEMS FOR EFFICIENT PROCESSING OF STUDENT RECORDS, CAREFUL SELECTION OF STAFF FOR GOOD RELATIONS WITH THE ADMINISTRATION, THE FACULTY, AND THE STUDENTS, THE USE OF OLDER STUDENTS TO ORIENT THE YOUNGER, AND THE HAZARDS OF CULTURAL BIAS IN INTELLIGENCE TESTS. SPECIAL CONSIDERATION WAS GIVEN TO THE "NON-STUDENTS", E.G., WORKERS NEEDING ONLY ADDITIONAL OR RETRAINING COURSES, OR OTHER ADULTS REQUIRING SELECTED VOCATIONAL OR AVOCATIONAL INSTRUCTION. THIS DOCUMENT IS AVAILABLE FOR $1.25 FROM F. R. MEALEY, EDITOR, MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM, UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN. (HH)

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ADMINISTERING COMMUNITY COLLEGE STUDENT PERSONNEL SERVICES

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MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM

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George L. Hall, Director

REPORT OF THE FIFTH ANNUAL PRESIDENTS' INSTITUTE, 1965

Ann Arbor, Michigan
F.R. Mealey, Editor

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INTRODUCTION

This report is a summary of the proceedings of the Fifth Annual Community College President's Institute sponsored by the Midwest Community College Leadership Program. Thirty persons from thirteen states ranging from New York to Hawaii attended the two-week session held at the Michigan League of the University of Michigan in Ann Arbor. Several additional students, faculty and administrators attended less than full time.

The theme of the Institute, "Administering the Student Personnel Program," was approached through the point of view of the chief administrative officer of a community college. The techniques used to achieve this emphasis were presentations by experts, group discussions, field trips, group projects, research papers, and individual library reading.

This report contains summaries of the major presentations and a sample of the group discussion reports. The value of informal discussions, field trips and other incidental contributions to the participant's viewpoint of student personnel services cannot be recorded, but was considered by all participants to be extensive.

Many persons contributed to the development and conduct of the Institute. In addition to the outstanding contribution of the various experts, additional specific contributions were made by President Carlyon and his staff at Delta College, University Center, Michigan;

President Bradner and his staff at Schoolcraft College, Livonia, Michigan; President Gannon and his staff at Lansing Community College. A special contribution was made by Mr. and Mrs. Quentin Gessner in conducting arrangements for the Institute. A basic contribution was made by the W.K. Kellogg Foundation and the University of Michigan, Michigan State University, and Wayne State University in the financial arrangements for the Institute.

It is hoped that this report will serve as a means of expanding the influence of the Institute in this vital area of community college education--administration of student personnel services.

George L. Hall

George L. Hall, Director
Midwestern Community College
Leadership Program

MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM

FIFTH ANNUAL JUNIOR COLLEGE PRESIDENT'S INSTITUTE

Schedule of Presentations
July 6-16, 1965

Tuesday, July 6

"Role of the Junior College in Higher Education"

George L. Hall, Director, Midwest Community College Leadership Program

"Administrative Theory and Academic Organizations"

James I. Doi, Professor of Higher Education, University of Michigan

Wednesday, July 7

"The Essential Supportive Functions in the College Instructional Program"

Max S. Raines, Assistant Dean of Students, Flint Community Junior College

"The Organization for Maximizing Student Personnel Services"

James A. Lewis, Professor of Education, University of Michigan

Discussion of Supportive Functions

Discussion Group Leaders: Max Raines
Raymond J. Young, Community and Junior College Administrative Institute, University of Michigan

Schedule of Presentations

Max S. Smith, Director, Community College Cooperation, Michigan State University

Sigurd Rislov, Chairman, Junior College Administrative Program, Wayne State University

Thursday, July 8

"Functional Grouping of Student Personnel Services"

Max Raines

"Student Personnel Services at Lansing Community College"

Philip Gannon, Dean, Lansing Community College

Kenneth H. Sproull, Assistant Dean for Student Services, Lansing Community College

Friday, July 9

"Staffing For Essential Supportive Functions"

Miss Marie R. Prahl, Director, Guidance Services, Flint Community Junior College

Discussion of "Staffing": Raymond Young, Sigurd Rislov, Max Smith

"Pert and the Community College"

Ellis M. Benson, Dean of Instruction, Cuyahoga Community College, Cleveland, Ohio

"Research and the Junior College Student Personnel Program"

Donald P. Hoyt, Coordinator, Research Service, American College Testing Program, Iowa City, Iowa

Schedule of Presentations

Monday, July 12

"Inter-Institutional Relationships and the Student Personnel Program"

Marie Prahl

Discussion of "Inter-Institutional Relationships": Raymond Young, Sigurd Rislov, Max Smith.

"The Student Admissions Program at the University of Michigan"

Ralph Banfield, Assistant to the Director, Office of Admissions, University of Michigan

"The University and the Out-of-Class Student"

Richard Cutler, Vice President for Student Affairs, University of Michigan

Tuesday, July 13

"Electronic Data Processing in College Administration"

James Hobson, Vice President, St. Louis Junior College District

"Counseling the Non-Student"

Clifton H. Matz, Director, Vocational Service Department, Industrial Mutual Association, Flint, Michigan

"Preparing Today's Students for Tomorrow's Decisions"

Leroy Augenstein, Chairman, Department of Bio-Chemistry, Michigan State University

Schedule of Presentations

Wednesday, July 14

"Evaluation of Student Achievement"

Benno G. Fricke, Chief, Evaluation and Examination Division, Bureau of Psychological Services, University of Michigan

"The Cultural Bias of Tests"

Frank B. Womer, Associate Professor of Education, Bureau of School Services, University of Michigan

Friday, July 16

Evaluation of Institute

MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM

Fifth Annual Institute

July 6 - 16, 1965

Roster of Speakers

Leroy G. Augenstein joined the Michigan State University staff in 1962 as professor and chairman of the Department of Biophysics.

Professor Augenstein holds his B.S. degree from the University of Chicago and his M.S. and Ph.D. from the University of Illinois.

Dr. Augenstein is an adjunct professor at San Francisco Theological Seminary, and he delivers about 120 public lectures and sermons per year on various aspects of science. He is a research specialist from M.S.U.'s "Great Issues" TV series.

His professional experience is varied. He was affiliated with Control Systems Labs, University of Illinois; biology department, Brookhaven National Laboratory; U.S. Atomic Energy Commission; and Science coordinator, United States Science Exhibit, Seattle World's Fair, 1961.

Professor Augenstein is a member of the Biophysics Society, Radiation Research Society, American Association for the Advancement of Science, and Sigma Xi, science honorary. His publishing experience includes, editor for the proceedings of two international symposia on "Biological Effects of Radiation" (1960-1963); coeditor with R. Mason and M. Zelle of review series, "Advances in Radiation Biology," (1963); over 50 articles in professional journals and 10 articles on science and ethics in popular publications.

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Ralph W. Banfield, assistant to the director of admissions at The University of Michigan, is a retired Navy Commander.

Mr. Banfield, born in Cleveland, Ohio, has his B.S. degree from Central Michigan University and his M.A. degree from the University of Michigan where he expects to receive his Specialist in Education degree in August.

He belongs to numerous associations, among them are Michigan College Personnel Association, American Personnel and Guidance Association, American School Counselors Association, Michigan Counselors Association, and the Michigan Association of Collegiate Registrars and Admissions Officers.

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Ellis M. Benson is dean of instruction at Cuyahoga Community College, Cleveland, Ohio.

Dr. Benson served for 16 years as instructor and administrator at Glendale Junior College and during World War II was a Special Agent for the Counter Intelligence Corps and in the postwar period assisted in re-establishing Germany's educational system.

He holds his B.A. from the University of California at Berkeley, his M.A. from Harvard and his Ed.D. from the University of California at Los Angeles.

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James I. Doi is a professor of higher education at the University of Michigan.

Born in Stockton, California, Professor Doi holds both the M.A. and Ph.D. degrees from the University of Chicago.

Dr. Doi began his professional career in Tokyo, Japan, in the Division of Education, the Civil Information and Education Section. From there he moved to the University of Chicago as a research assistant and a William Raney Harper fellow.

Dr. Doi held the position of budget analyst and assistant to the chancellor for the New Mexico Board of Educational Finance and became assistant chancellor in this same office. Upon leaving New Mexico, Dr. Doi was appointed director of institutional research and associate professor of education at the University of Colorado. During the time he was at the University of Colorado, he was also director of studies, Colorado Association of State-Supported Institutions of Higher Education, associate provost, and professor of education and of sociology.

Prior to coming to the University of Michigan, Dr. Doi was director of institutional research and professor of higher education at New York University.

In addition, his activities include membership in several honorary and professional societies.

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Richard L. Cutler, vice president for student affairs at The University of Michigan, attributes a considerable portion of his experience in higher education to The University of Michigan, where he has served in various capacities since 1954.

Prior to his present position, which he assumed in 1964, he was assistant professor of psychology, associate professor of psychology, chairman of the Student Relations Committee, a member of the University Relations Committee, a member of the Departmental Executive Committee, and coordinator of clinical training in psychology. All of these positions he held at The University of Michigan. He has held numerous consultant appointments in education and industry and has published approximately 30 articles.

He is a graduate of Western Michigan University and has received his M.A. and Ph.D. degrees from The University of Michigan.

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Benno G. Fricke, associate professor of psychology and chief, Evaluation and Examinations Division, Bureau of Psychological Services at The University of Michigan, is a specialist in the construction and use of educational and psychological tests.

Born in Jansen, Saskatchewan, Canada, he received a B.A. from the University of Saskatchewan, B.Ed. and M.Ed. from the University of Alberta, and a Ph.D. from the University of Minnesota. During the year 1954-55 he held a post-doctoral teaching intern fellowship from the Ford Fund for the Advancement of Education at Minnesota.

Professor Fricke joined the U-M faculty in 1955 as assistant chief of the Evaluation and Examinations Division, and became acting chief of the Division in 1964. He was appointed, in succession, lecturer in psychology for the College of Literature, Science and the Arts, assistant professor of psychology, and associate professor of psychology, continuing his position with the Evaluation and Examinations Division.

He was vice-principal of the Eastend (Sask.) High School and was a teaching assistant in counseling, and instructor in administration in the literary college at the University of Minnesota.

Committee positions he has held while at the U-M include: Department of Psychology Undergraduate and Honors Committee; secretary, L.S.A Committee on Examination Procedures, L.S.A. Faculty Counselor, and Committee on University Scholarships.

He is a member of numerous associations and committees and has published a number of articles in professional journals. Professor Fricke is the author of "Tests, Students, Standards and Admissions Officers" in the volume Long Range Planning for Education, American Council on Education; this study has been reprinted in various journals.

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Philip J. Gannon, president of Lansing Community College, Michigan, received both his B.A. and M.A. from Michigan institutions.

Dean Gannons' B.A. was awarded to him by Albion College and his M.A. from Michigan State University. He has done further graduate work at Duke and Columbia Universities.

Prior to accepting his present position, Dean Gannon was a teacher in the Battle Creek Public School System and an instructor at both Duke and Michigan State.

Among other offices, in state and national associations, he is currently president of the Michigan Association of Higher Education.

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George L. Hall, Director of the MWCCLP and professor of higher education at Michigan State University, Wayne State University and The University of Michigan, assumed his duties at the Council Office in Ann Arbor in June of 1961.

Born at Ashland, Oregon, Professor Hall holds the B.S. degree from the University of Oregon, the M.A. degree from Northwestern University and the Ed.D. degree from the University of Oregon.

His teaching career began at Myrtle Point, Oregon, Union High School in 1939. From there he moved to Northwestern University where he taught speech. He was assistant and acting dean at the University of Oregon and was president of Grays Harbor College in Aberdeen, Washington.

Dr. Hall has held the positions of deputy director of the Education Division of the International Cooperation Administration, U.S. Department of State; and director of development for the National Educational Television Center (Ford Foundation), Ann Arbor. Prior to becoming director of the MWCCLP, Dr. Hall was present of Casper College in Wyoming.

Former president of the Wyoming State Community College Commission, Dr. Hall has also sat on the Commission on Administration of the AAJC. Among articles and books which Dr. Hall has had published are a series of social science books entitled, Understanding Your World.

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James W. Hobson is vice president-treasurer of The Junior College District of St. Louis and as such, is administrator over personnel, accounting, purchasing, systems and procedures, institutional development and construction. As one of the first staff members of the District, he established all the business services and trained the staff. He also was active in the site acquisitions, construction of facilities, and the continued management of the three campuses established in this 550 square mile District.

Mr. Hobson is a financial adviser to the Missouri Commission on Higher Education, national committee member on Junior College Management, a member of the Association for Higher Education, and a member of the Institute for Community Development of the State of Michigan.

Prior to coming to The Junior College District in November 1962, Mr. Hobson served as vice president of the Lawrence Institute of Technology in Southfield, Michigan. There he coordinated the development of a new 68-acre campus. He was administrator over both academic and business areas for the Institute.

Mr. Hobson, who was born in Detroit, Michigan, holds a master of arts degree in business management of higher education from Michigan State University, a bachelor of science degree in industrial engineering from Lawrence Institute of Technology and has done advanced graduate work at the University of Omaha and the University of Chicago.

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Donald P. Hoyt joined the American College Testing Program staff as coordinator of research services in 1964.

Prior to this, Dr. Hoyt was associate professor of education and director of the graduate program in student personnel work at the University of Iowa. He served as a counselor and assistant professor -- Director, Counseling Service and associate professor of psychology at Kansas State University.

His publications are numerous and include experimental studies in evaluating counseling, in interest and personality assessment, studies of student personnel work, and college admissions studies. He is co-author of a book in evaluating the effects of counseling and psychotherapy.

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James A. Lewis, University of Michigan professor of education, assumed his duties in the School of Education in December, 1964.

Previous to this appointment, he was lecturer in the U-M School of Education, and was named in 1954 as director of Bureau of School Services. He was appointed to the post of vice president for student affairs and professor of education in July of 1954 and for 11 years had the administrative responsibilities for the coordination and development of the area of non-academic aspects of student life.

He has had considerable experience in the teaching field, serving as teacher, Cass City and Dowagiac Public Schools; elementary principal, high school principal, and superintendent in the same system; superintendent, St. Joseph Public Schools; instructor at Purdue University, instructor at Western Michigan University; and superintendent, Dearborn Public Schools.

Born in Owosso, Michigan, Dr. Lewis attended Michigan State University and received his B.A. degree from Central Michigan University. He holds his M.A. from The University of Michigan, and was awarded the degree of Doctor of Education from Harvard University.

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Clifton H. Matz is director of the Vocational Service Department for the Industrial Mutual Association of Flint.

Mr. Matz holds a bachelor's degree from North Dakota State Teachers College and an M.S. in Vocational Education from Iowa State University. He has pursued graduate study at Stout State College, Wisconsin, Eastern Michigan University and The University of Michigan.

Mr. Matz has worked in industry and has served as a counselor in both high school and college. He was an instructor and coordinator of drafting and design at Flint Community Junior College for three years, then for five years was coordinator of related technical instruction at the same institution. He taught mathematics and industrial education in high schools for seven years and was on the staff of the General Motor Institute for two years as instructor in product engineering.

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Miss Marie R. Prahl, director of guidance at Flint Community Junior College, has her B.A. and M.A. from The University of Michigan, and has studied at the University of Wisconsin, the University of Colorado, and Teachers College, Columbia.

She was an English instructor and dean of women at Flint prior to her entering student personnel work at that institution in 1950.

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Max R. Raines, director of student affairs and assistant dean for students at Flint Community Junior College, will join the Michigan State University staff, effective September 1, 1965, as associate professor in the Department of Higher Education.

Dr. Raines has been on leave from Flint Community Junior College since August 1963 serving as staff director of a special project on the evaluation of student personnel programs for community colleges, supported by the Carnegie Corporation for the American Association of Junior Colleges.

Born at Sullivan, Indiana, Dr. Raines holds his A.B. from DePauw University, his M.S. from Indiana University where he served as head counselor in the men's residence halls, and his Ph.D. from Michigan State University.

Dr. Raines' professional activities are numerous and include consultant to the Student Personnel Commission of the American Association of Junior Colleges; and a study of 21 selected community colleges by tape recorded interviews. Tapes are being used in community colleges training programs at Teachers College, Columbia University, University of Florida, Florida State University, The University of Michigan, and Michigan State University. He is serving on the board of directors of the Michigan College Personnel Association.

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Sigurd Rislov, professor of education and chairman of the Department of Higher Education in the College of Education at Wayne State University, joined the Wayne staff in 1961.

Dr. Rislov received the B.A. degree from Dakota Wesleyan University, Mitchell, South Dakota; the M.A. degree from the State University of Iowa, Iowa City, and the Ph.D. from the University of Washington, Seattle.

A member of eight scholarly and professional organizations, Professor Rislov's most recent publications include "The Community College" published in the *Atlantic Monthly*; "Ideology and Utopia as Categories for Scientific Inquiry" published in *Educational Theory*; "The University in American Democracy" published in the *American Teacher Magazine*; and "The Board's Responsibility" published in the *Junior College Journal*.

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Maurice F. Seay, Assistant dean and director of The School for Advanced Studies, College of Education, Michigan State University, assumed his duties at M.S.U. on January 1, 1964.

Born at Perryville, Kentucky, Professor Seay holds the A.B. and A.M. degrees from Transylvania College, Lexington, Kentucky, the Ph.D. from the University of Chicago and two honorary degrees, the LL.D. and the Litt.D.

His administrative career began at Crab Orchard, Kentucky, where he was superintendent of schools for two years. He was then principal, High School Danville, Kentucky; dean of the College and head of the Department of Education, Union College, Barbourville, Kentucky; associate, Education Research Division, Tennessee Valley Authority, Knoxville, Tennessee; director, Bureau of School Service, and head, Department of Educational Administration, College of Education, University of Kentucky; assistant director, National Housing Agency, Washington; dean of the University, University of Kentucky; professor of educational administration and chairman, Department of Education, University of Chicago; director, Education Division, W.K. Kellogg Foundation, Battle Creek, Michigan.

In addition to his vast administrative experience, Dr. Seay belongs to numerous educational associations and fraternities and has contributed much to the field of education.

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Max S. Smith, director of Community College Cooperation and professor of education at Michigan State University since 1958, joined the staff there in 1956 as assistant to the vice-president.

A Michigander, Dr. Smith was born in Buchanan. He received the A.B. degree from the University of Denver and the M.A. and Ed.D. from The University of Michigan. He attended summer school at the University of New Hampshire, New York University and Harvard University.

A science and music teacher in Colorado, he was also principal and science and music teacher at Reading, Michigan. Dr. Smith has been superintendent of schools in four Michigan towns--Reading, North Muskegon, Niles, and Highland Park where he later became president of Highland Park Junior College.

Dr. Smith has also taught at Wayne, Montana State, Michigan State and Purdue Universities.

A member of twenty educational and civic organizations, Professor Smith is past president of the Metropolitan Superintendents Association and the Chamber of Commerce. He is a member of the Board of Directors of the Children's Center of Metropolitan Detroit, director of the Northern YMCA, chairman of the United Foundation and director of the United Community Services.

Dr. Smith has had published over fifteen articles and community college survey reports. With W. Ray Smittle, Dr. Smith is author of the book The Board of Education and Educational Policy Development.

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Kenneth H. Sproull is dean of Student Personnel Services at Lansing Community College, Michigan.

Dean Sproull holds his B.A. from Indiana University, and M.A. from Western Michigan University and is currently pursuing his doctorate at Michigan State University.

He was in business for himself for nine years, and has been an elementary school principal, a high school teacher and a college counselor.

Dean Sproull is a member of the American Personnel and Guidance Association; Commission 13 "Student Personnel Work for Educators in Higher Education"; and American College Personnel Association; and served as an interviewer for evaluation of student personnel programs for community colleges under the national project directed by Dr. Max Raines.

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Frank B. Womer, associate professor of education at The University of Michigan was born in South Bend, Indiana.

He received his B.A. and B.Ed. degrees from the University of Colorado; M.A., and Ph.D. from The University of Michigan respectively.

Dr. Womer was a mathematics teacher at Alamosa High School, Colorado; research assistant at The University of Michigan; test consultant and associate editor, The Houghton Mifflin Company, Boston, Mass.; assistant and then associate professor of Educational Psychology and consultant in testing and guidance, Bureau of School Services, The University of Michigan.

He is a member of numerous organizations, and is Newsletter editor of the American Personnel and Guidance Association and National Council on Measurements in Education.

He is author of over a dozen articles and bulletins on educational testing and measurements.

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Raymond J. Young, professor of higher education and director of the Community and Junior College Administrative Institute at the Center for the Study of Higher Education, joined The University of Michigan faculty in 1959.

A native of Howard, Kansas, Professor Young received his B.S. and M.S. degrees from Kansas State Teachers College, where he held a graduate fellowship, and his Ed.D. from the University of Colorado where he held a graduate fellowship and a university scholarship.

Dr. Young's academic positions have been, successively, instructor at the University of Colorado, assistant professor at Oklahoma State University, associate professor at the University of Oklahoma and associate professor at the University of Illinois.

Professor Young served as consultant and executive secretary of the Oklahoma Curriculum Commission, Office of State Superintendent of Education, Oklahoma City, and has also served as research consultant for the Illinois Commission on Higher Education in Chicago and Springfield, Illinois.

A member of several state and national educational organizations, Dr. Young has written numerous articles for scholarly publications in the field of education. Co-author of the book The School and the Community, Dr. Young also has wide experience in directing surveys to establish new community colleges.

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THE ROLE OF THE COMMUNITY COLLEGE

George C. Hall
Midwestern Community College Leadership Program

The title for my talk this morning is "The Role of the Community College." It is perhaps more germain to entitle my remarks as "Functions of the Community College" or perhaps "The Unique Role of the Community College." The present title, "The Role of the Community College" sounds too pat and too certain. It also suggests a limited area of function.

I view community and junior college education as part of higher education and not an extension of secondary years. In this frame of reference let us look at this transparency illustrating the institutions of higher education and their enrollments.

Here we see about 2,100 institutions of higher education enrolling some five million students. Universities which represent but seven percent of the total United States institutions enroll the largest number, nearly two million. The liberal arts colleges enroll about one-fourth of the student population, followed by the junior colleges and then the professional schools.

This next overlay is a schematic of the open door community college compared with the university with selective admissions. There are several barriers to the door of the university. The barriers are represented as: geographical location which may mean state residence requirements or the distance of the university from the prospective students home; the high tuition fees which preclude some students from entering; the cut-off scores on college board examinations or other selective instruments. Once inside the university, the student has access to the total program and after four years of largely general education, he receives his baccalaureate degree after which he may enter a professional school or go directly to his occupational career.

The community college has no barriers at the door but it does have barriers to the various curricula. All students entering the community college are faced with placement tests from which they proceed, depending on test scores, to their choice of program, which may be remedial vocational, technical or the general program for college transfer or for worthy citizenship.

Students who are found to be deficient in the social sciences, mathematics, or in English are provided with remedial courses in the appropriate areas after which they have their freedom of election to the various curricula. At the end of two years those who have earned the associate degree may enter the university upper division program or if they have followed the occupational curricula they are theoretically prepared for the world of work.

Let us examine the next overlay which is taken from Medsker's survey of Mental Ability of freshmen entering college--a study of over 200 colleges. The bell curve represents the distribution of mental ability as described by ACE scores representing the Council of Educational Psychological examination. Notice that the junior college mean is approximately 94. The ACE test score of 69 shown on this chart is roughly equal to a score of 100 on the Army General Classification Test which is equivalent to an I.Q. of 100. The rule of thumb is that an I.Q. of about 110 is required to do satisfactory college or university work and this has serious implications for many students represented by this distribution curve.

Some of you will recall that shortly after World War II, President Truman's Commission on Higher Education issued a statement to the effect that about one half of our total population has the mental ability to complete 14 years of schooling with a curriculum of general and occupational studies.

Medsker's findings supported by the Commission's study support the statement that only about one-half of our nation's people are able to profit from enrollment in our senior colleges and universities. The two-year colleges with the open door policy will continue to receive a large proportion of students who do not have the mental ability to do traditional college work. These people will come to college in increasingly larger numbers because the labor market considers them inmature and without usable skills. Yet society insists that some institution is to provide these people with post-high school education! Is the public community college the answer?

The community colleges owe much of their growth to the fact that a higher percentage of high school graduates are knocking at college doors. It is true that most community colleges enroll some very able students, but by-in-large the population press in the community colleges consists of students who need a type of education not presently offered by the universities. And I fear not offered by most public community colleges. The community college may perhaps have no greater purpose than that of making higher education available to all, but the real fear is in knowing that the college door is open but that there is nothing for the student once he gets inside. Counseling and guidance services are non-existant or wholefully inadequate and the curricula offered is such that the student is certain to fail. The open door is a revolving door and the students are duped. It is not a kindness to a student to put him in the revolving door. It is a disgraceful waste of our greatest natural resource!

Today, at one of our very large and very new public community colleges students are admitted to programs in which they have no chance for success! The college has no programs to meet the needs of from one-third to one-half of their entire student body. Nearly 700 students, about one-half of the total campus enrollment, are doomed for difficulty or outright failure in the educational programs given them.

Any community or junior college should be able to take students who are capable of doing university work and get them through the lower division years. But, if the community or junior college accepts this as it's primary function and doesn't develop educational programs for all, who is going to take care of those students of lesser mental ability? Those not capable of doing satisfactory university work? Who is going to help them achieve a worthy, dignified purpose in life?

We may clarify this basic issue by discussing the functions and roles of higher education. (Class discussion revealed general agreement that there were four basic functions.) We are agreed that there are four broad, major functions of higher education: 1) extension of knowledge, 2) applied research, 3) general education, 4) occupational education. Now let us discuss which of these functions are served by the community college, the senior college or university? We are agreed each of these four is a proper function of a university. A liberal arts college would say that the extension of knowledge, applied research, to some extent, occupational and general education are functions they provide. The community college provides general education and occupational education but does not have a role in applied research or pure research.

Now let us look at occupational education which is shared by the senior college, the university and the community college. We can divide this function by saying that professional education is appropriate to the university and to some extent the liberal arts college, but that semi-professional and trade education belong to the community college.

Let us look at this from yet another point of view. Who are the students enrolled in higher education? (1) They are recent high school graduates, they are (2) adults continuing their life-long educational interests and they are (3) persons who are changing occupations for reasons such a technological unemployment or upgrading. The institutions which serve recent high school graduates are universities, liberal arts colleges and the community colleges. All three also serve the continuing interests of adults. The community college, however, is alone is being most responsible for the retraining of persons changing their occupations.

We may observe from various tudies that universities. liberal arts colleges and to some extent community colleges, each serve the students in the top third of mental ability scales. Students in the middle third are accommodated by the universities and to some extent by the liberal arts colleges and also by the community college. Students in the lower one-third, however, are served primarily by the community college.

Now to summarize our discussion. We have said that the community college has two broad functions, one of general education and one of occupational education. In occupational education the community colleges have a responsibility for the semi-professional and for trade education. Students served by the community colleges are recent high school graduates, adults, and those changing occupations. The academic ability of the community college students represents the total range, but the community colleges are uniquely responsible for those at the lower end of the mental ability scale.

We are agreed that to make a revolving door of the open door is not a solution. Any college or university in the land can do this to students.

We need to re-read our college catalogues paying particular attention to the statement of purposes, to the objectives, to the philosophy expressed and if we mean what we say about extending the higher education opportunity we need to staff up for the task of implementing our objectives. In this introspective process the colleges of sufficient means and enrollment will become comprehensive. Colleges without the means, without the enrollment should not try to be all things to all people but should re-define their philosophy to accommodate the realities of the situation. A college does not become comprehensive by adding electronics to the curriculum which is thrown in as a sap for the students who may not succeed in the general education program. The technician programs in electronics and in engineering, if properly taught, are as demanding as are college transfer courses. Remember, we're talking about students who have the ability to become first class plumbers, fire fighters, auto mechanics, t.v. repair men--lord knows we need them! This is not a plea to make the public two-year college a custodial institution. It is a plea to accept the unique role of the community college and to honestly do something about it. And more on this point, it does not mean that we water down courses or lower standards! Rather we should create new programs and instruct using new techniques and methods.

Students in the community colleges are teachable. Dr. Derek N. Nunney, assistant professor of educational psychology at Wayne State University reports that people with I.Q.'s of 65 can learn just as well as those with I.Q.'s of 140. It may take the former longer by three or four times to complete the process, but they can and do learn.

Dr. Nunney made this statement in relation to the application of programmed learning. Don Carlyon, President of Delta College, may wish to speak to this point later as his college has worked with programmed learning for some time.

The work at Purdue under Dr. Postelwaite in biology described as the audio-tutorial laboratory procedure is of importance to the community college. The audio-tutorial method utilizes pre-recorded lab procedures and students perform lab experiments as directed by the tape and at their own pace. Many more students, in this way, utilize a lab and fast learners complete a lab unit in less time than is required now while slower learners require several hours. The point I hope I'm making with you is that there is research to support, and programs which demonstrate that most of us can learn with proper assistance given varying lengths of time.

One other matter germane to this discussion is the socio-economic background of community college students. Reports of recent studies reinforce evidence that community college students differ from university students in terms of socio-economic backgrounds. The family of the two-year college student tends to have less wealth, less formal education and less resolve that he, the junior college student, persist. The junior college student is more of an academic risk. This fact, too, supports the demand for organized student personnel services offering students the finest counseling, guidance and advising assistance possible.

Dorothy Knoell reporting on the national study of students in the May issue of the Junior College Journal cites general dissatisfaction on the part of former students in the area of student advisement. Former community college students rate their instruction high, but are less than complimentary when speaking about the advisement they received from community college faculty members. What they received in many cases was not advisement but was rubber stamp approval of the academic lock-step, or the other extreme, the lazy bear do-nothing approach where the students took what pleased them at the time.

The community college does not exist to be like the university or to be like the liberal arts college. The role of the community college is to extend the higher educational opportunity to democratize higher education. Mere attendance is not sufficient. Each and every student must receive, at an early time, the finest counseling and guidance possible. The college with the open door program must have programs which match student ability. It is not a service to the student nor to society to put him in the revolving door.

Just what the student personnel programs should be, we hope will be revealed during these two weeks of our discussions. During the conference we will be talking about student personnel services-form, content, procedure, experience. The staff assembled for this Institute represents some of the nation's keenest thinking in the area of student personnel services. You yourselves represent a cosmopolitan and knowledgeable group of college administrators. At this Institute I hope we will examine our colleges honestly; that we will examine our objectives, look at our student personnel programs; that we will seek to provide education to all deserving students.

PREPARING TODAY'S STUDENTS FOR TOMORROW'S DECISIONS

LeRoy Angenstein
Chairman, Department of Bio-Chemistry
Michigan State University

If our future citizens are to cope with needed decisions, we must begin in our schools and college to point out the ethical and moral implications of new scientific advances. Thus, this morning I would like to discuss with you two or three areas of scientific developments which I find to be terribly exciting and which are going to pose numerous challenges to all of us in education.

The first area is concerned with how the mind functions. In our Bio-Physics Department at Michigan State University about 1/3 - 1/2 of our total research effort is in this area. Let me tell you briefly about the work of the youngest member in our department, Dr. William Corning. He is interested in the question: What kinds of chemical changes correspond to learning? His experiments are with primitive organisms such as the flat worm Planaria and also the horseshoe crab.

Although Planaria have only a primitive nervous system, they can learn to do a number of tricks; let me describe just a couple. If you pass a current of electricity through the trough in which they are swimming, they will hunch up and throw their heads to one side in a very characteristic gesture. If you shine a light of moderate intensity on them, they normally pay little attention. If you shine a light for exactly three seconds and shock them during the last half second initially they only hunch up when the shock comes and pay no attention to the light. However, after a hundred times they begin to recoil when the light comes on without waiting for the shock. In fact if you persist for some 300-500 trials, you find they hunch up 90% or more of the time when the light first comes on. In this sense they have been trained like Pavlov's dogs, the light to which previously they paid little attention now signals the onset of something to which they must react.

These animals also can be taught to "run" through a T or Y maze. This is, if you put them in a small puddle of water and then drain the water, they will go crawling down a connecting corridor looking for water. In a hundred trials or so, they can be taught to always go to the lighted side or to the dark side, to follow a rough or a smooth corridor or to go right or left.

Now Planaria have another property which is of tremendous experimental importance. If you cut them in two, the front end grows a new behind and the behind grows a new head in about eleven days. As you can see, we can use these animals to investigate a question my sargent in the army used to ask: Are your brains in your head or in your behind? Actually, they are in both ends about equally. In fact, if we have to bet one way or the other, it appears my sargent may have been right since there may be a little bit more retention of learning in the head than in the tail end. This conclusion comes from the following experiment: if you train a group of these animals to recoil at least

90% of the time when the light first comes on, cut them in two, set them aside for ten or eleven days to regenerate the appropriate end and now retrain them, you find it now requires only half as many trials to get them back up to a 90% response level.

These animals have another interesting property. If you cut them into small pieces, and throw the pieces into the dish with their previous friends, since their eyesight isn't the greatest in the world they will ingest the pieces of their previous friends just as readily as the pieces of liver which they are normally fed. The most remarkable thing has been reported. If you feed pieces of a well-trained worm to a naive or untrained animal, it takes less time to train the cannibal. Apparently, learning has been transferred, or at least the ability to be trained. As you can see, this provides a good use for we old professors and teachers.

The really exciting thing about Dr. Corning's work is that he can now take a group of these animals, grind them up, run complicated but straight forward tests and can tell whether they have been trained or not. In other words, he is beginning to characterize some of the chemical changes that are occurring. The long range complications should be obvious. If any lab in the world can resolve the chemical changes corresponding to learning we may have to revise our whole education system.

There is other work on how the mind functions which is of even more immediate concern to us. This work at McGill University is concerned with methods of persuasion. Initially they wanted to know: What happens to an individual placed in isolation? Specifically, what happens when you cut out all input of sensory information? They built an isolation room which was sound proof, vibration proof, no drafts, carefully controlled lights. They paid students to go in and stay by the hour -- once they turned the doorknob and opened the door their pay stopped. The students usually went in after a heavy date so they slept 10-12 hours. When they awoke, they always used the bathroom unit in this area. Once the bathroom routine was over, the fun began. I should mention that there was a microphone so they could talk out but no loud speaker coming back. Accordingly, the kids would go through all sorts of clever tricks trying to get the people to communicate with them without having to open the door. The most clever story I heard is fo the fella who claimed the toilet was overflowing and unless someone came immediately he was going to drown. Most of them were not quite so original, but in all cases they tried to get the people to communicate with them. So, the experimenters said let's see what they will accept for communication. They gave them a switch and every time they flipped it they got a very long and obnoxious commercial. Amazingly, some students who stayed in this room as much as two days would replay the commercial as many as fifty times. The experimenters then asked: Are they listening to this junk or is this just to break the monotony? Accordingly, they replaced the commercial with an equally long story of why they should believe in flying saucers, again, this was played over and over again. Although none of the students admitted to believing in flying saucers or anything of this sort when they went in, all of them not only professed to believing in flying saucers when they came out, but tried to convert their roommates! Thus, under a sensory deprivation, apparently a person is willing to erase at least some information and write in new or at least to over-write information. Clearly this technique can be used for fantastic good or fantastic bad. Consider for a moment that 50% of our hospital beds are occupied by mental patients. If only we could develop this technique so someone could go in and say, "Now look, here are the old rules and regulations by which you have been operating, forget them, here is a new good set." This would be one of the finest gifts that any scientist could give to his society. By the same token we know what the Chinese Communists did with this thing called brain-washing.

Here is the dilemma. The information about how the brain works, is neither good nor bad per se. The goodness and badness comes in when someone begins to decide what is bad which must be erased and what is good to be written in new. Here is where the ethical and moral implications come in as I see it. You cannot really determine "good" and "bad" unless you carefully consider the question: What is man and why is he here?

Let me go on to another area of science and come back to this same question. We have had tremendous success in the past few years in understanding how the heredity of every living thing is determined. For example, it is now possible in many cases, to predict when a congenital abnormality is going to occur. Let me briefly give you some "for instances." There are three specific kinds of congenital abnormalities which we are now quite certain are recessively controlled.

The first of these is anencephaly: A child is born with only the primitive brain stem but not the higher brain functions intact. Fortunately, and I think I use the term advisably, these individuals do not survive very long. Those who do are literally vegetables. The second related malformation is hydrocephaly: this is an imperfect seal between the spinal column and the brain cavity with a resulting tremendous accumulation of fluid. Unless this is diagnosed at a very early age and a very tricky operation is run to put in a drain, then this individual will have an IQ of 25-30. The third in this unholy trio is spinabifida: the vertebrae do not fuse properly but a good surgeon can operate and achieve partial correction so that the individual can have a fairly normal life. We know though that if a set of parents have one child with any of these abnormalities, the chance that the next live birth will be a similar one is somewhere in the neighborhood of five per cent. But the probability that the next pregnancy will be another such child or a stillbirth or a miscarriage is one in four.

Let me go on and give you just one other malady where the probabilities are known quite accurately. We know that mongoloids have one extra chromosome. Instead of having the normal 46 they have 47. Even though the extra is one of the tiniest of human chromesomes, it really "messes up the works." In some cases this extra chromesome becomes stuck to one of the others -- we say it has gone piggy back. If this happens in the egg the chance of another such child at the next conception is one in three. However, in some cases the extra chromosome comes along "free for the ride" so to speak. The probability for this is determined almost exclusively by the age of the mother. (In fact, often these children are called "children of a tired womb.") For example, for a mother of age 20 the chance of this occurring is about 2/10,000, by the time the mother is 30 the chances are close to 1/1000, at age 40 1/100 and by the time the mother is 45 to 49 the chances may be 1/40 to 1/25. Although I have mentioned only two types of deformations here, there are many others I could have discussed. The point I want to make is that we can begin to tell in a probablistic sense an awful lot about an unconceived child. In our society we believe that once a child is conceived it has the right not to be aborted, and I think quite rightfully so. Once a child is born it also acquires all kinds of rights and privileges which are guaranteed by our laws - again properly so. At the moment an unconceived individual is a hypothetical nothing, it has no rights. Yet we can now tell you in a probablistic sense an awful lot about this child. Thus, we need to ask: Should an unconceived individual have any rights? In particular should some unconceived individuals have the right never to be conceived at all?

Again we must return to the question I raised originally. If we decide a child should have the right not to be conceived, we had better be awfully sure what that child might have accomplished if it was conceived.

Many of us hope that we can get around this dilemma by modifying heredity in such a way that we can prevent congenital abnormalities before they occur. Let me tell you briefly where we stand on this. We know that the heredity of all cells is determined by their nucleic acid, (DNA). As most of you are aware, undoubtedly, the heredity of bacteria can be manipulated. That is, you can take one strain of bacteria, grind it up, extract its DNA, put it in a second kind of bacteria with quite different properties and some of the second type of bacteria will be transformed: that is, they take on the properties of the first kind. In other words, we have given them a new blueprint or perhaps we should say a new chemical IBM card.

We can't do this in a controlled way in human beings but all of us have had many of our cells transformed by viruses. Viruses are nothing more than packaged nucleic acid. They come in a variety of forms, sometimes in a long red shape, sometimes like a diamond, and some are shaped like a lollipop with the DNA up in the head. When such a virus comes up to a cell, it will attach tail first, dissolve a hole in the cell wall, after which the DNA is injected (or perhaps slurped) inside. This DNA goes to the nucleus of the cell and now acts like a "change order" - in other words, this is now a new chemical IBM card which says "Hold everything, change the output of this factory."

Usually this is a lousy transformation, because we get a snuffly nose or a fever blister or polio or even lukemia. But if we can ever understand how our chemical IBM card (DNA) exerts its control over the functioning of the cell, then in theory we could go in and begin to make not bad but good transformations. For two reasons it seems very unlikely that we could do this in an adult individual. First, each of you has 10^{12} cells so that the chances of getting the necessary corrective messages into each of those cells is quite small. Also, once we have a mongoloid or an anencephalic, it is unlikely that we can make a new brain for them. Thus, the worst abnormalities should be corrected prior to conception. The sperm looks like a bad bet, because there is anywhere from 10^8 - 10^9 given off at an ejaculation. Again the chances of getting the necessary information into all of them is small. The place where we would probably go if we were to use this method is into the ovaries: At puberty the female has all 100,000 of her eggs formed. This is her lifetime supply, and in fact she will ovulate only 500 - 1000 of these in her lifetime. So if we could get the necessary corrections into this relatively small number of cells, then in theory we could prevent the occurrence of at least some abnormalities.

One implication is that the people who would be affected can have no voice in the "transformation" - we will have to decide what they are going to be like for them. Thus, let us suppose that we can perfect a virus, which if it is injected into a woman's ovaries will guarantee that her offspring will not have cleft palet, club foot, hemophilia, mongolism or diabetes. Most of you would agree probably that all young ladies should have such a treatment. But, suppose we have to admit that we developed this in a hurry and that we expect these people will also commit murder with ten times the normal probability. Clearly this wouldn't be allowed on the market. However, suppose further that we perfect a new improved version which has all the good features of the previous one plus the fact that all the boys will be 6' 5" so that we can beat the U of M in basketball occasionally and the girls will be real movie queens to go along with these fine physical specimens, and furthermore, we have reduced the side effects so that these people will only have schizophrenia with an increased probability of a factor of two. Hopefully, we may be able to treat schizophrenia with drugs.

If you were unfortunate as we were in our family a few years ago to have a serious congenital abnormality, undoubtedly you would say this is a good virus because in terms of what you would be buying and paying this would be a good bargain. Yet again, can you say whether this virus or any treatment by which you can modify the heredity of an unconceived individual is good, bad, or indifferent, unless you go back to our earlier question: What is man and why is he here?

Quite clearly these are complex questions, yet if you have not thought along these lines before it may be difficult to immediately grasp the complexity of them. Let me tell a story which hopefully will demonstrate the kind of complexity we must face.

In 1956, Adlai Stevenson proposed, as part of his presidental campaign, that we should stop testing bombs unlaterally. Since I worked at Brookhaven National Laboratory - one of our big nuclear installations, I was asked to participate in a public forum on this question. The first man told how Linus Pauling, an eminent scientist, had calculated that the "fall out" from each hydrogen bomb tested would produce 10,000 lukemic children. He added nothing can be worth this, we must stop testing immediately. Another man jumped up and said, "Just a minute, I have just come back from India where each year 1% - that's four million people - die of malnutrition and the reason is that 50% of their heat, light and power is obtained by burning dried dung. If we could provide them some cheap source of power, then they could put this manure on the fields and go a long way toward solving their malnutrition. Thus, if we could explode a hydrogen bomb and bring hydrogen power one year closer, then perhaps we should place on one side of the scales 10,000 children who die of lukemia and on this other four million Indians who do not die of malnutrition; put in this way, it is a very cruel but a black-and-white decision. We are comparing people who die by two means.

Let me now emphasize that we know this is a false comparison, life just isn't that simple unfortunately. We now know that exploding hydrogen bombs does not bring hydrogen power one year closer. The thing which it buys - if it buys anything - is political stalemates; and I can tell you this is a very dear thing to have bought.

I have been behind the Iron Curtain and I have had Iron Curtain people working in my lab -- in fact, I have a man who has been here from Czechoslovakia now for 15 months. To make sure that he would return, he had to leave his family behind as hostages. His family consisted of a six-year old boy and his wife who was five months pregnant. If we have saved any country from falling under that kind of system, we have purchased something very worthwhile. By the same token, hydrogen bombs apparently do not produce 10,000 lukemic children. The price doesn't seem to be that high but it isn't zero. We are going to produce some genetic damage in further generations; we don't know precisely how much, but we are going to produce some. Now you see the point I was trying to make. Our nice black-and-white comparison has gone out the window. We are no longer comparing people who die of two different causes. No, the thing we are buying is political stalemate, the price we are paying is genetic damage in future generations. How do you compare the value of two such different commodities? Unfortunately, it is this kind of complexity which we must face more and more, not less and less.

In fact, we should be facing up to these questions right now because of the populations explosion. Let me give you four numbers to illustrate how desperate this problem is. The current increase in population on a world-wide basis is 2% a year. If you put this number into the compound interest formula you can predict exactly how many people there will be at any given time in the future. For example, population will double in 35 years. In addition, if we go on at this same rate, in 500-600 years there will be one square yard per person over the whole face of the earth; do you have any idea what that means? Most of you, I am sure, know the size of our MSU campus, it is about 3 x 5 miles. If we stacked students in one per square yard, we could put 50,000,000 on our campus. Stated another way, you could put all three billion people now alive on the earth in roughly the confines of Detroit if you crowded in, one person per square yard. So in three hundred and fifty years this would be the situation, not just on the MSU campus and in Detroit but throughout the whole world. If we don't do anything even then, in 1500 years the mass of people will exceed the mass of the earth and if we continue to provide platforms on which to procreate, in about 6000 years the mass of people would exceed the mass of the known universe and the area covered by these people standing upright would be increasing at the speed of light. These numbers are not meant to amuse you but to point out as simply as possible just how desperate the situation really is. Those who say the population explosion can be disregarded or that it will take care of itself are not only talking nonsense but are talking dangerous nonsense; obviously, something must be done.

There are two ways to control population. The one--increasing the death rate isn't terribly attractive to most of us. The other is to decrease the birth rate. Although there are a number of means by which this can be done, I am sure many of us will disagree as to which are the best acceptable methods. But the point we must consider here is the following: We must begin to say this child shall not be conceived so that this child can have a fruitful life; but in so doing we must consider the question; What might have this child's life have been if it had been conceived? Thus, we are back to the same questions that I have been raising all along. It is important for us to realize at this point that in the past whenever science forced society to face up to these questions--what is man and why is he here?--we have done a lousy job of it. The controversy over nuclear testing is only the last of many. One of the first occurred when Copernicus said the earth is not the center of the universe but only a speck of dust. People said this is downgrading man and cannot be so, and we had a hundred years controversy. Then along came Darwin and said man was not created from a ball of clay but rather evolved through many millions of years. Again people said this is downgrading man, and thus cannot be so. Hopefully we are at the end of this 125 years of controversy. Quite obviously science is now generating another controversy, but this time it will be quite different.

Now instead of downgrading man science is literally forcing man to play God. And let's make no mistakes about it, we play God all the time. Every time you throw a pesticide onto the garden and the worms go away and so do the robins, you are playing God, every time a surgeon picks up a scalpel to correct a defect in a person he is playing God, every time a minister tries to manipulate his parishioners' basic concepts he is playing God. This is not something new. Only the ante in this poker game has gone sky high since we will be playing God in the big leagues.

If this is so: How do we go about it? First, it is important to realize that crucial decisions are being made even now. My wife and I came to Lansing three years ago and bought a house south of town on an acre. The only question asked was whether I had enough money. Yet when that house was built a decision was made on future population levels because as long as my house and those trees remain on that one acre, it can't be used to produce food to support more people. Every time a super highway is built a decision about future population is made. How many of you know that approximately 4-5% of the arable land in this country is now covered by asphalt and concrete, that is an area the size of Georgia. Thus, we are making decisions, but unfortunately we are making them by default.

Also how we are going to make these decisions? We won't go to the polls some bright November day and vote yes we are going to play God or no we are not. Hopefully we will sneak up on these questions a little bit more gradually than this. I for one would not want Goldwater and Johnson to sit down in a half an hour television show, or even in a week's White

House Conference and decide a set of new rules and regulations. Hopefully, the impetus for these kinds of decisions will come from people like ourselves, that is from below and not from above.

This brings me to the main point I want to make. Who will make these decisions and most importantly how are we in education going to be involved. There are two ways. The first of them is as just plain citizens. The decisions on nuclear testing were made by default unfortunately. To avoid repeating this mistake we as informed citizens must see that these new issues are discussed, and in particular see that we don't allow those in Power to choose cheap, easy, extreme solutions. I will eternally damm the Paulings and Tellers and the Schweitzers who handled the nuclear testing discussions so badly. The one group tried to say the bombs were good, and the other that they were all bad. It was obvious to most of us that this issue was not as black and white as they tried to cast it, but unfortunately with the two extreme groups shouting, it was difficult to determine just what it was we were buying and paying. In the areas I have talked about it is going to be awfully easy for somebody to suddenly say that any one of these tools is either all good or all bad. If they prevail we will have undoubtedly missed some great opportunities. So we must not allow the extremists to take over.

We teachers must also be concerned with who is going to make these decisions. In successful organizations you find invariably four kinds of people. Only about 1% ever really make decisions. The communists recognized this long ago and the party never includes much more than 1% of the population in a given country. A second group of about nine or ten per cent, I call them eager beavers for lack of a better term, agitate to see that decisions are made and may participate in the decisions even though they don't have the final say; if some of the 1% falter, they will step up. Then there is a third group who see to it that once the decisions are made they are carried out. Usually this involves about 25% of the population--these are your top technicians. Finally, the remaining 65% are just along for the ride. Although you may argue a bit with the actual numbers, I think you recognize that whether you have a social club, church, school, or a nation, invariably, you have these four classes. Obviously, those of us in education have a tremendous obligation to see to it that those who will participate in these future decisions have the necessary kind of education. Particularly the top two groups must have what I call a schizophrenic education. That is they must know what science is all about--what science can do and what science cannot do and also from the humanities side they must know how man has asked the questions about what he is and why he is here in the past, and why we have not answered them, and how we can avoid duplicating those mistakes.

It is important for us to realize that all too often people think science can do everything. This simply is not so. Science is set up to ask questions about how an atom is built, how a man's mind works, how his heredity is determined, or how a universe is constructed. Always How! From this we will find what our creator has created. But, if we are to put this information to use then we must ask: Why is there an atom? Why is there a man? Why is there a universe? This, I state categorically--scientific research can never answer, this must come from the philosophers.

Thus, those people who are going to participate in these decisions must have this schizophrenic education because I would argue that those who are narrowly trained all too often bring arrogance to decision making which we can ill afford. Hitler showed us what happens when arrogant men play God.

We also need to realize that the people who are in our schools and our colleges right now are those who will be confronted with these decisions. This is for two reasons. First, many of us feel that the most critical problem in the world is the population explosion. We fear the world's population dare not go above 10 billion (at the moment it is three billion). At our present rate of growth we will have ten billion people in about fifty years. This means we probably have 25-50 years at the most to get a world-wide and I emphasize the terms world wide program developed to control population or else nothing but castrophe can be foreseen. The group now in high school will be in control then, so it is absolutely essential that they have diverse education and more important the dedication to face up to these tasks. There is a second reason the present generation must make the decisions. I am afraid my own generation cannot. You see, the generations of my fathers and grandfathers were concerned with what kind of government we should have in the world. To achieve this they tried very narrow and restrictive, although very worthy, goals, such as "make the world safe for democracy." Unfortunately, these did not get the job done and many of my compatriots have over reacted. They claim if those absolutes didn't work there must not be any absolutes, everything must be relative. As a result my generation has become essentially one of technicians. We will produce scientific information, but I don't think we will provide the ethical framework within which these decisions must be put to use. It is for this reason that we must pump into this generation in the schools and colleges right now the schizophrenic education. All of us are aware of the problem of separation of church and state. Most of us believe strongly in this for the public schools. This must be maintained, but this does not mean that we must talk of science in the absence of ethics. I don't think this is implied by the separation of church and state at all. If those of us in science only worry about how we get scientific knowledge into these kids, will be terribly derelict in our duty.

One of the important things to emphasize is how desperately high are the stakes. This is why I have emphasized the need for a schizophrenic education. One of the symptoms of any decaying society has been that philosophical developments have not gone hand-in-hand with technological developments. In ancient Greece philosophy got way ahead and they were destroyed from without. In Rome the opposite was true, technology got miles ahead of their philosophical developments and they decayed from within. Sure the Huns came along and finished them off, but it was a terribly hollow shell they pushed over. Most of us admire not only the durability of the English empire but also the way in which a few centuries they developed together so wonderfully their political institutions, religion, and science.

Only a blind fool could look at our society today and say that the philosophical and the techniological developments are in harmony. If we continue to have what C.P. Snow has called the separation of the two cultures then I think we, like the previous societies, will decay very rapidly. This is why I chose the topic I did this morning, the implications of scientific developments to teachers. We must have a dual role and unless we accept this challenge we are not going to fulfill our obligations.

I hope that at this point you see clearly the opportunities and are not overwhelmed by the problems. As in most things you don't get something for nothing--invariably when the opportunities are great the price for failure is equally great. So let's face up to the problems squarely so that we can bring the most and pay the least as these tremendous opportunities appear.

Finally, let us realize we have no choice but to "play God." For example, if we acquire the capability of manipulating the hereditory of an unconceived child whether we decide to use it or not to use it we will play God. If we use it we must decide what the ideal man is to be. If we decide not to use it because we might make a mistake, the fact that we have played God will become evident when the next malformed child is born. So let us not play God in haste or arrogance the way Hitler did. Rather let us approach these questions humbly but above all responsibly so that man can truly achieve his divine purpose.

ELECTRONIC DATA PROCESSING IN COLLEGE ADMINISTRATION

James W. Hobson
Vice President
The Junior College District
of St. Louis, Missouri

The growth of the American College and University in this century has been spectacular and has now reached a point near crisis for those charged with administering this dynamic enterprise of higher education.

The growth of the two-year institutions, the most exciting development of higher education, is almost breath taking. Currently there are 452 such schools and new ones are being established at the rate of one every two weeks. It is these schools that are making possible the massive growth of higher education.

This year, says the American Association of Junior Colleges, 25% of college freshmen are enrolled in Junior Colleges---and in ten years it will be 50%.

In order to meet the challenge created by these developments, we need streamlined procedures, new approaches, and new techniques of management. Data processing systems can and are playing an important part in assisting college administrators to meet this challenge.

Although electronic data processing potential is great, most institutions have only begun to scratch the surface of applications. One of the biggest stumbling blocks encountered by college administrators is the lack of available information on educational applications of data processing.

In spite of the fact that many colleges have installed administrative "Electronic Data Processing" centers, not enough has been done to bring their experiences together for common good. An institution establishing a center today is apt to run into the same trial and error that faced other colleges.

To really satisfy the needs of a Junior College, which become more complex each day, an integrated EDP should be developed which can coordinate data common to several areas of administration in order to reduce the duplication of data preparation and handling.

Generally institutions who use EDP start with a limited approach to the total problem by developing a core system to meet only the larger things as class rolls, grade reports, permanent record posting, etc. These functions were handled within the normal organizational structure which then lead to the creation of many extra files located in many places, and it then becomes almost impossible to associate specific data with other data variable.

From a punched card system or beginning anew, it is possible to create a computer-oriented integrated data system. Education has been dragging its feet on computers because we believe "it's too costly" or "it's too complex" or "we're too small" or "the Board won't buy it" and so on. But, let's face it, we know eventually we'll move it this direction, so why not think about it now and move systematically toward that end.

I don't want to talk about the cost factors now, but I will come back to it a little later.

A college information system encompasses five areas:

- Financial
- Student Records
- Library
- Instruction
- Planning and Development

FINANCIAL

Let's start our consideration at a point where we know industry has had success in justifying the use of the computer -- with Business.

You will see as we develop the subject that all of the areas of application are related and cause a series of chain reactions to occur as the records are processed through a variety of steps.

Let us now see some of the applications within the area of financial administration or Business as we always refer to it. This is the area which deals with: personnel, material, facilities and funds, more specifically these functions include:

- Student Accounting
- Payroll and Personnel Management
- Plant and Equipment Management
- Income Accounting
- Appropriation or Budget Accounting
- Investment Management
- General Accounting

STUDENT-FINANCIAL ACCOUNTING

This area consists of student loan accounting, scholarship accounting, tuition or fee accounting, dormitory, health service, athletic or student activities, insurance and parking.

All charges and credit are processed through a single student account to create the following inputs and outputs of the data processing system:

Inputs	Outputs
Charges and credits	Status List
Payments	Student Bill
Financial Aids Data	Cash Receipts
Student Data Master File	Student Billing Register
	Loan Register
	Loan Payment Reminder
	Delinquent Notice
	Loan Receipts
	Fees Distribution

PERSONNEL MANAGEMENT AND PAYROLL

In the area of personnel management, we cover: recruitment, employment and personnel records. All information on an employee, i.e. personal, salary, performance is recorded and the following reports are generated:

Inputs	Outputs
Master Employee Data File	Available Positions
Occupation Requirements Data	Statistical Lists New Employee Changes

Inputs	Outputs
Position Application	Attendance and Health Reports
New Employee General Info.	Terminations
Status and Data Changes	Insurance Reports
Transfer and Termination Notices	Staff Directory
Accident and Illness Forms	Department Lists
Payroll Deductions	Appointment Letters
	Special Faculty Lists

In addition to processing the payroll checks, and earnings report, many other reports are produced to aid in the management function of the college administrator.

Inputs	Outputs
Master Employee Data File	Payroll Checks
Employee Current Earnings Data File	Deduction Register
Department Master Data File	Earnings Register
Personnel Changes	Labor Distribution
Salary Payroll Time Sheet	Salary Analyses
Daily Job Time Sheet	Quarterly and Annual Reports
Timecards	

Look now at the data flow covering: purchasing and material management, plant and equipment, gifts and grants, investment management and general accounting:

Purchasing, Receiving and Accounts Payable

Input	Output
Accounts Payable Master Data File	Receiving Room Cards
Vendor Master Data File	Purchase Orders
Inventory Master Data File	Receiving Reports
Department Master Data File	Stock Inventory Issue Requests
Receipts	Late Orders
Vendor Charges	Invoice Registers
Vendor Invoices	Vendor Analyses
Journal Vouchers	Cash Requirements
Material Requisitions	Cash Disbursements & Check
	Material Distribution

Material Management

Input	Output
Master Inventory Data File	Complete Stock Status
Issues	Stock Status Transaction Register
Receipts	Inventory Catalog
New Items	Physical Inventory
Changes	Acquisition Registers
	Automatic Purchase Orders
	Cost Variance Analysis

Plant and Equipment Management

Input	Output
Master Employee Data File	Job Schedules
Master Job Data File	Job Progress Reports
Master Inventory Data File	Maintenance Costs
Master Department Data File	Job Cost Reports
Job Requisitions	Job Billings
Job Authorizations and Assignments	Inventory Valuation and Verification
Issues	Acquisition Registers
Labor Tickets	Vehicle Inventory
	Vehicle Pool Stub Cards
	Vehicle History
	Department Travel Expenses

Gifts, Grants and Endowments

Input	Output
Master Gift, Grant and Endowment Data File	G., G., & E Receipts
Master Investment Data File	G., G., & E. Fund Monthly Report
Gift, Grant and Endowment Receipts	Donor Acknowledgement
Income from Gifts, Grants & Endowments	Fund Disposition
Investment Data	Annual Endowment Report

Investment Management

Input	Output
Master Gift, Grant & Endowment Data File	Transaction Register
Master Investment Data File	Investment Income
Securities Information	Anticipated Income
Funds Available Data	Portfolio Selection Analysis
Investment Purchases & Sales	Coupon List
Donations of Securities	

General Accounting

Input	Output
Master Department Data File	Dept. Labor and Material Expenses
Master General Ledger Data File	Comparative Dept. Budget Statements
Income Expense Distribution Detail File	Department Income Distribution
Budget Changes	Budget Work Sheets
Adjustments	Annual Budget
	Balance Sheet
	General Ledger

With all of the financial applications I have just shown, an up-to-date computer would only be used 7% of the available time; so you see to make a computer feasible, other applications must be devised.

STUDENT RECORDS

Next in the order of common applications is the area of Student Records.

High on the list of tasks in this area is that of admissions. Information on applicants usually comes during a peak load period. The data processing system can reduce time lags and the amount of clerical work during these periods by doing preliminary screening automatically. This screening is done according to predefined rules and special cases are saved for personal attention. Generally 50-90% can be clearly accepted or rejected.

The following data flow lists can give you an idea on the extent of other areas of student records such as student services, registration, post-registration, and testing and counselling.

Admissions

Input	Output
Student Data Master File	Missing Information Request
Student Academic Master File	Admission Profiles Advance Standing and Predictions
Counseling Master File	Admission Prediction Labels
Admissions Master File	Admission Notices
Inactive Student Academic Master File	Deposit Bills
Test Results	Weekly Counts and Statistical Analyses
Letters and Transcripts	
Applications	

Student Services

Input	Output
Student Data Master File	Room Assignments
Student Academic Master File	Meal Tickets & Cafeteria Assignments
Counseling Master File	Scholarship Reports and Analysis
Admissions Master File	Loan Reports and Analysis
Housing Master File	Deans, Athletic & Organization Lists
Employment Data	Placement Reports
Student Data	
Loans	
Scholarships	
Room Requests	

Registration

Input	Output
Student Data Master File	Student I.D. Card
Student Academic Master File	Student Schedules
Course Timetable Master File	Class Rosters
Classroom Allocations	Enrollment Reports
Course and Faculty Data	Student Directory
Other Preregistration Material	Student Mailing Labels
Approved Class Request	

Post-Registration

Input	Output
Student Data Master File	Revised Student Schedules
Student Academic Master File	Revised Class Rosters
Midterm Grades	Revised Enrollment Reports
Adds and Drops	Midterm Grade Reports
	Degree Audit
	Revised Student Directory

Testing and Counseling

Input	Output
Student Academic Master File	Test Date Notice
Counseling Master File	Counseling Profiles
Tests	Advanced Placement Reports
Questionnaires	Approved Class Requests
Test Date Selection	Statistical Analyses
	Test Analyses

LIBRARY

Data processing is being used to assist the librarian in many clerical tasks relating to: acquisitions, technical processing, cataloging, circulation control, serials and accounting.

The steps used in acquisitions for example are:

1. Check to see if book is on-order or in the library.
2. IBM cards are punched for each book which is ordered.
3. Depending on the particular approach chosen, the on-order cards may be one or two cards per book or an entire set as shown in here.
4. These cards are arranged in alphabetical order.
5. The purchase order is written on the accounting machine. Multiple copies can be made for the catalogers and to order LC cards (if desired).
6. These cards are interfiled into the existing on-order file, and a new on-order list is printed.

The process of developing a computer printed book catalog follows:

1. Price, classification number, accession number and necessary changes are added to the on-order card, creating a shelf list card, which is used to create an author card, title card, and class card.
2. These are arranged into proper sequences and used to print catalog supplements.
3. Periodically, the catalog files are listed to produce new catalogs.

4. Part of the information in the shelf list card is reproduced, creating a book card.
5. The book card is used to print the book plate (or pocket label) and spine label on pressure-sensitive continuous forms. The book card is then inserted in the book pocket.

INSTRUCTION

One very important use of the computer equipment and one which can justify its installation is that of computerized instruction. Computerized systems -- in which a master computer would guide a whole class individually, are now being developed. Computers can also be programmed for "Programmed Learning" which can provide for many terminals in semi-remote positions allowing students to learn in their own time and at their own pace. Through a system of branching the student can proceed through a lesson in a manner which can come close to teaching himself.

I won't go into this in great detail as we are all now aware of other such teaching machines.

Of course, another approach to computer and education is the actual use of EDP equipment by the student enrolled in technical courses for Electronic Computer Technicians, and the like.

PLANNING AND DEVELOPMENT ADMINISTRATION

This is the area most closely related to and potentially the most helpful to the chief administrator of the college. In too many cases planning is a "make do" effort handicapped by lack of time, clerical effort and information. Decisions are made on the basis of assumptions, estimates and small samples which are not always representative.

When student and financial records are mechanized, all of this information is easily available as an inexpensive by-product for use as input to the planning operation. Analysis of the data showing trends, shifts, changes, etc., are most valuable in making projections such as enrollment, faculty load, plant and space utilization, cost analysis and program evaluation.

Simulation of conditions can give some very useful information for the administrator. Basic information from past records on such things as number of applicants, number of students, drop outs, class sizes, program of study, faculty-student ratio, and the like, can be modified by shown trends and projected into the future.

Let me describe for you an application we in St. Louis used. We used a computer in 27 separate simulation runs of our projected program for 4500 students, varying room sizes, hours, teachers, etc., until we could produce mathematically a set of conditions which would allow us to utilize our future plant 80% of a 45-Hour week for lectures and 69% for labs while also realizing a seat utilization within each room of over 90%. Our architects are now designing buildings to these specifications.

COMPUTER AND DESIGN COSTS

Really, I have only touched on the possible applications of use for EDP in colleges, and I think you can agree they are useful to say the least;

but, I know many of you wonder what's involved in setting up such a systm, how much would it cost, and is there a way to ease into the area without disrupting everything and everybody.

Let me now describe in cost a possible approach to complete EDP in a three-phase plan. Behind these figures are all the considerations as to: system design, feasibility study, system definition, flow charting, programming, and testing and debugging.

PHASE I

		Per Month
A.	Equipment - Unit Record	$ 1,650
B.	Personnel	
	1. Supervisor	800
	2. Operator	400
C.	Site - Youth Home Basement	
D.	Applications	
	1. Admissions	
	2. Registration and Scheduling	
	3. Personnel Records	
	4. Payroll	
	5. Accounts Payable	
	6. Budget	
	7. Fixed Assets	
	8. Student Records	
	9. Circulation Control	
	10. Book Catalogs	
	11. Instruction - Concepts, Unit Record Equipment	
	12. Address Labels	
	13. Testing - Print Labels	
TOTAL COST	(Equipment and Personnel)	$ 2,850

PHASE II

	Per Month
A. Equipment - Unit Record plus *Small Computer	$ 6,500
B. Personnel	
1. Supervisor	800
2. Operator	400
*3. Systems Engineer	1,000
*4. Programmer	800
*5. Operator	400
C. Site - Hospital Basement	
D. Additional Application	
1. Testing - Compute Raw Scores and Percentiles	
2. Student Evaluations	
3. Requisitions	
4. Inventory Control	
5. Maintenance	
6. Limited Computer Assisted Instruction	
7. Computer Programming Instruction	

*Additional from Previous Phase

TOTAL COST (Equipment and Personnel) $ 9,900

PHASE III

	Per Month
A. Equipment - Unit Record plus *Larger Computer to replace Small Computer	$10,000
B. Personnel	
1. Supervisor	800
2. Operator	400
3. Systems Engineer	1,000
4. Programmer	800
5. Operator	400
*6. Programmer	650
*7. Operator	550
*8. Operator	400
C. Site - Orchard Ridge - Building 6	
D. Application	
Total College Information System	

*Additional From Previous Page

TOTAL COST (Equipment and Personnel)	$15,000

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"PERT AND THE COMMUNITY COLLEGE"

Ellis M. Benson
Dean of Instruction
Cuyahoga Community College
Cleveland, Ohio

Establishing colleges under the pressure of burgeoning enrollments differs radically from the same process ten or twenty years ago. At that time a gradual growth of several hundred each year in enrollment was considered normal development.

At Cuyahoga Community College, the initial enrollment was 3000, the second year increased to 7100 and projected enrollment for the coming year is uncertainly set at 8500. Similar enrollment leaps were experienced in other states, e.g. in Missouri, California, and Florida.

Not only is present day junior college establishment complicated by enormous initial enrollments but also by initial multi-institution and multi-campus establishment. In those states where a centralized agency has responsibility for establishment these problems are manifold. In a case as in St. Louis where three campuses are established simultaneously problems of establishment are multiplied.

My research in California shows that the average length of time between the appointment of a president and opening for instruction was six months. A large number of college presidents expressed the wish that the time had been longer. In most new districts administrators are under great pressure to start instruction as soon as possible. The people have voted a college and they want to see results quickly.

Thus, the time element becomes critical not only for the total process of creating a college, but also the time spent on each element in the establishment. The time element is particularly crucial because the administrator is faced with a number of firm deadlines; the first day of instruction---the most pressing goal in time for example.

Yet another complexity is the recognition that certain activities and decisions must be made in proper sequence before or after others, or, in some cases must be accomplished concurrently. Administrative decision determines the sequence of activities.

What has just been pointed out indicates that the days for establishing colleges "by the seat of the pants" are no longer appropriate, although it has been done successfully many times in the past under different circumstances.

Procedures of establishment epitomize the processes of junior college administration condensing them into a restricted period of time. There are many procedures, activities or steps necessary to establishing a college. I have identified 356 of them classified under those areas which reveal common properties and therefore form conceptually structual areas. They are:

1. Curriculum and Instruction
2. Student Personnel
3. Staff Personnel
4. Plant and Facilities
5. Finance
6. Community Services

It is also necessary to formulate specific steps which must be carried out as a part of the process of founding a college. I have identified 356 steps as noted earlier. They have been published in Establishing Junior Colleges, American Association of Junior Colleges, Washington, D.C., January, 1965. These steps are comprehensive in scope and can be of value to administrators undertaking responsibility for founding new colleges. It must be understood, however, that the formulation of steps is strictly a guideline to a method which can be used in individual situations only if reorganized to meet particular demands of a particular community. In any event, the steps can serve as a very useful checklist.

The problem then arises how long should each step take; in which sequence should they be accomplished; and, what are the relationships among the steps? The questions suggest many possible variables for each of the 356 steps. Further, how can they be treated to bring them into a coherent unity which may then be applied to the establishment process.

Until recently, the most common technique utilized for organizing large numbers of events, activities, and decisions which must occur before certain deadlines, was the time chart, action calendar, or Gantt or Milestone chart. All three possess common characteristics of listing events and activities in some predetermined sequence along one axis and extending the events and activities along a time line on the other axis. The time charts, however, concentrate on the points of time when various items are complete or available rather than on the human effort which makes up the activities that must be completed to reach end objectives.

In 1957-1958, the critical path scheduling technique was developed as a management tool for better planning and scheduling of projects. It is a method which utilizes high speed electronic computers, with appropriate analytical techniques as a basis for providing a precise, time-based organization of steps, events, decisions, and activities. Best known variants of the technique are PERT, PEP, AND LESS. They are used to define, integrate, and interrelate what must be done to accomplish objectives on time. They also serve as diagnostic techniques for quantifying knowledge about the uncertainties faced in completing intellectual and physical activities essential for the timely achievement of program deadlines.

Of the variants, I found LESS more appropriate since it requires only one estimate of time for each step. The others require three and then averages them.

Benefits that accrue from the use of the critical path method are:

1. It automatically requires the establishment of detailed plans.
2. It establishes the sequence and interrelationship of significant program events.
3. Due to frequent reporting and high speed data processing, it provides up-to-date information on the status of the progress of the program.
4. It permits rapid and accurate analysis of a program.
5. It aids in the formulation of new schedules when an existing schedule has shown unachievable.
6. It does not conflict with other management aids.

To utilize the technique, detailing of each critical step from one point to another in the establishment process is required. I used the period from the appointment of the president through the first year of instruction. The detailing comprises the 356 steps alluded to earlier.

Once the steps are detailed they are plotted on a flow chart network in proper sequence and concurrence. Proceeding in this manner and beginning with the preliminary steps and those of the six areas of administration the total program is graphically depicted.

In constructing the flow chart network, concurrent activities are indicated by branching. This reveals that several activities must be completed concurrently before the succeeding activity is undertaken.

Dummy activities with 0 estimated time are inserted to preserve the logic of the flow chart network. By means of this technique the consistency of all activities possessing preceding and succeeding event numbers is retained. This is necessary for later application to the computer.

After the network is completed steps in the several areas of administration were linked according to their interrelationships to focus attention on steps which cannot be initiated until a prior step to which it is linked has been completed. This relationship is described as a constraint. For example, a step described as "Develop Salary Schedule" in the staff personnel stream of administration cannot be completed until the activity "Prepare Budget" in the finance stream has been fully accomplished; another example is the step "Specify Site Criteria" which must be completed before the step "Determine the Amount of Land Issue or Levy" can be begun.

The complexity of the interrelationships of the steps is a significant factor in showing how extensions of time beyond natural judgment are essential to meeting the linked time requirements of the many steps. By reference to constraints administrators may avoid miscalculations in the allowance of time for the total project of establishment.

Data derived from the flow chart network are then punched on IBM cards and fed into an IBM 1620 computer or its equivalent. Using the time estimates for each activity, the computer program totals all times along every possible path in the network from the first event to the last event. It then computes four dates for each activity; the earliest start date, the earliest finish date, the latest start date and the latest finish date.

It also computes the total float time, the time an activity can be delayed until it affects this total project time; and also the free float time, i.e., the time an activity can be delayed until it changes the earliest start date for a succeeding activity. One other piece of valuable information determined by the computer is the critical path, which is the sequence of events and activities between the start of the program and its completion which will require the greatest time to accomplish.

The administrator may now use the data to assist him in making a number of decisions. By reference to the printout, the number of activities that must be begun or completed during any stated period can be seen. This is of value in assigning personnel resources to one or another area of administration and of assistance to the administrator in planning his own time.

Plotting of early start and late finish times on a chart show when peak periods and slack periods will occur.

If in any period more activities require initiation than can be accomplished reference can be made to the total and free float time. The administrator can proceed first with those activities having available less float time---a "first things first" basis for action. In this way the chances of remaining with the schedule are enhanced.

The critical path also presents the administrator with useful information. The activities along this path possess no float time and brook no delay in their initiation or completion. The critical path provides a basis for choice by management when there are more activities than available staff. In the particular network under consideration, it is demonstrated that the critical path follows the preliminary steps to get the program under way then can go in one of six directions. It does go first to the curriculum stream (developing philosophy of special programs and the like). Then it shifts to staff personnel at the stage of employment of key instructors. It continues through this stream and shifts to plant and facilities beginning with the development of educational specifications. At that point of opening for instruction, it moves to student personnel through the first year of instruction.

It should be noted that if a time estimate is changed, its effect on the entire program---completion time can be quickly determined by inserting the change and rerunning the program. In the same way, after the project is initiated, if actual times for events differ from the estimated times, these corrected times can be inserted, the project rerun and the entire project network updated.

One of the most serious obstacles to its effective use is the apparently forbidding problem of learning to prepare programs. Increasingly, however, manufacturers and technicians have worked cooperatively to develop programming aids which considerably facilitate the task. Programs, i.e., decks of IBM cards, punched to inform the computer as to the tasks it is assigned to do, are now readily available in program libraries of universities and manufacturers.

The application of the critical path technique to educational enterprises is moving apace. It is being used or contemplated in establishing junior colleges in the states of Washington and Florida. An expression of interest has also been received from the Board of Regents of the State of Georgia.

A word of caution, however, to those who contemplate its use:

1. It cannot be applied effectively when the pace of growth is too rapid, unless sufficient administrative and technical personnel are made available to devote time to the task. It is not a one-man operation but rather team work. Flow chart network development and pre-planning require time and energy. Early addition of such personnel is good investment and will pay great dividends later.
2. The hardware, i.e. computer, sorter, reproducer, key punch, printout machine must be readily available and conveniently located. Change and movement is characteristic of the dynamic chart. If the equipment is not readily available the chart must be changed again by the time results of the last change have been run.

3. Employment of a consultant to help get the program underway and then later to assist in analyzing data may be helpful. He can also be helpful in educating the staff and causing them to become enthusiastic about the use of the technique.

In summary, the list of critical steps in establishing junior colleges used in plotting the flow chart network may well serve as a check list for administrators who are engaged in the founding process. It has been published in Establishing Junior Colleges, American Association of Junior Colleges, January, 1965, or is available from Dr. Desmond Cook, Director of Educational Research at The Ohio State University who has seen fit to reproduce it. Copies of the flow chart network are also available there.

The critical path method may be applied as a management device for identifying and organizing the sequence and time of activities and events in the establishment of junior colleges. An essential element of the method is the necessity for explicitness in planning; it automatically requires the establishment of detailed plans as evidenced by the flow chart network.

The use of the method provides continual re-analysis of the status of the establishment process. Frequent reporting by all involved in the process helps to provide up-to-date information. Its use is of particular value in the formulation of new schedules when an existing schedule has been shown unachievable.

As new junior colleges explode into being throughout the country as more than lusty infants, assistance such as that described may contribute toward longer life for administrators responsible for founding new colleges.

THE ORGANIZATION FOR MAXIMIZING THE EFFECTIVENESS OF STUDENT PERSONNEL SERVICES

Dr. James A. Lewis
Professor of Education
The University of Michigan

I very readily accepted the invitation to speak today because I'm so concerned that community colleges don't make some of the same mistakes that we've made and perpetuated, I think, in student personnel work in the universities and colleges of the country. Not that what I say will materially affect the student personnel program in the junior colleges or community colleges around the country, but at least there are a few things I would like to have you think about as you consider new services.

Another reason for wanting to talk with you is that we are told that some time within the next year or two, half of the young people going on for higher education will be entering our public community colleges. Insofar as the way we deal with these young people coming out of high school, it is that much more important that we develop a strong program if so many are going to be in the community colleges of this country. And that is why I say I am just not interested at all in having us look at the image or the model of what we've had, because I can't believe that it is the best model that we can follow for community colleges. In my own mind I am also certain that we are on the edge of a real golden era in education and can afford many innovations cast aside in the past as too expensive.

We are told that very soon our population will reach 200 million. We are also told that one-half of the 200 million will be 26 years of age or younger. We are dealing with a very young population that is demanding change. Our older models and methods will not satisfy the demands of the future. I say to you, as college presidents, that we have not given enough consideration to the changes, the economic changes, the social changes, that have come to this society of ours in the recent past. Think of the 100 million Americans, 26 years of age and younger, as they face a society which has been so affluent since the end of the war -- a truly affluent society which has put its mark on the younger generation. These people know nothing at all about the last world war. The depression is as much history to them as the Civil War. None of the restraints that have been on us will operate with them. Then reflect on the fact that, again, one of these days very soon we will have reached the total of 700 billion dollars in our gross national product -- 700 billion -- the affluent society that all these young people know about and take for granted. The federal government collecting 70 billion dollars, I say the golden era because, gosh, we just don't know what to do with all our wealth. Professor Heller on two occasions has frankly said publicly that the federal government, in this great affluence, must find ways to get this money back to local communities. This is what the poverty bill, the elementary secondary act, and all the rest of the federal educational legislations is about. Did you happen to read in this morning's Detroit Free Press, the headline, "Increase of 4 billion dollars in the Federal income." For the last three years, even with tax reductions, the federal government has collected over four billion dollars more each year. We hear Mr. Conant talking about regionalism in our total educational program. I think we are facing this very basic question every day: "Can we have the kind of national educational system that we want and maintain localism, especially in finance? In fiscal policy?" It is becoming obvious that we can't and that somehow--like it or not--we are going to move to more and more federal support; not in the traditional sense of federal support. And as I look at the new elementary, secondary act it is very close to general. I can't see, again, with our great cultural pluralism, the same problems and the supporting reasons we have used in the past, not to support federal aid. Certainly we are clever enough to maintain local control of education and still have the benefits of federal aid.

To go back to student affairs and personnel administration. Can we find a model? Max told us at our workshop, where we were discussing some of the studies that he has been making of student personnel services, that it was quite shocking that the community and junior colleges haven't moved faster in this area. I say to that, Max, maybe it is a good thing, the more I reflect on it, that we haven't; hopefully, that we won't make the same mistakes that were made in the traditional institutions.

I have always made a hobby of the behavioral sciences and am constantly turning to what the behavioral sciences can tell us about college student behavior. We are always talking about the interdisciplinary approach and the new impact of the behavioral sciences, and I am convinced somehow that this is where you, as presidents, ought to start. Forget the pattern or the model we have and start afresh. Hasn't there been enough research now as to why students at certain age levels behave the way they do, or why we as adults behave the way we do? Why our faculties behave the way they do? Haven't we had enough research so that we can begin to try to build a program which will somehow to acceptable to the students and have excellence in the area that we are worried about? I think we can! I call your attention to a book written by Bernard Berrelson and Mary Steiner, Human Behavior, which is a collection of 1,045 conclusions about human conduct. The research that we have been doing in the behavioral science field is now being collected and here is a volume which is about as exciting as anything I can imagine. We are getting generalizations developed and as I read these findings about why we behave the way we do based on the research, I come to the conclusion that these are about as valid generalizations as some that the medical men are using; and some that the engineers are using. They give us guidelines in trying to set up ways of working with people; to develop good human relations.

I thought it might be interesting if I suggested 3 or 4 generalizations about human behavior and then see if we can draft parts of a student personnel program around them. So let me go ahead with some generalizations which the social scientists and the behavioral scientists have come up with as almost basic laws of human behavior.

(1) If you want to be a leader--this is a result of a lot of the research that George Hanans did at Harvard--if you want to be a leader you ought to constantly be in close touch with the people whom you are leading so that you can have a full understanding of the aspirations that they have for their leader. The administrator, the leader, if he wants to stay in the leadership position, ought to somehow have methods by which he can check and recheck the aspirations of the people he is leading. This is important to his organization and to the degree that he can meet most of their aspirations, he will stay in a strong position of leadership.

(2) A second generalization would be that, to the extent that we have interaction and communication between people and groups of people, we can expect feelings of friendliness and the kind of cooperative climate within which all can move toward a common goal. To the degree that we cut off communication and interaction we have the thwarting, the frustration, and the feelings of unfriendliness and lack of cooperation. The best illustration I can give you for this generalization would be the Iron Curtain. As we structure for communication and interaction between individuals, between people and groups of people, we can expect a more cooperative climate within which we work.

(3) Generally we don't react in terms of just what people do or say, but many times we react in terms of how we feel about them as people. I think of this generalization over and over again as I reflect on my years as a high school principal, and again here in administration. That most of the time people were not reacting to things I did or said, but many times it was in terms of how they felt about me as a person.

(4) To the extent that people are ego-involved in what they are doing, when this is important to them, we will find great ego defensiveness about change. If people are not ego-involved in what they are doing, if they don't give a darn, then they don't care whether there is change or not, but somehow in those who have a strong ego-involvement there is apt to be quick resistence to change. I think about this in relation to my early days in elementary education when we were trying to change reading practices. We got all excited, through the University of Michigan and Irving Anderson, about the story method and the word method and moving away from the old "Beacon" method that we used in a little Michigan town. We had some elementary teachers who had been magnificant in the results they got in reading under the old phonic methods. They were ego-involved in what they were doing and I think of the horrible mistakes I made in trying to change to a better method without giving full recognition to this very deep feeling on the part of these ego-involved people. They developed this ego-defensiveness as we tried to change what they were doing. We haven't got time here to talk about what do you do in these cases, but you inject something new in the picture.

These are the kinds of generalizations that behavioral scientists are coming up with in their several different fields and as I said before Berrelson and Steiner have listed one or two others. What does it mean as far as the practicing college president is concerned?

Students are seeking a new role on our campuses. I have two graduate students this summer who have spent 14 weeks in briefing me on all the recent literature (periodicals, journals, newspapers) with reference to what students are saying in the Berkeley situation, at Yale, and in other places where we have strong student reaction. What are students saying? "We've got something to offer if only someone will listen. Isn't there anybody who'll listen to us?" I know most of you saw the documentary the other night, about the Berkeley incident and this was the theme--"Nobody Wants To Listen To Us." Many of you say it is just in the big universities. This isn't true. One of my closest colleagues is dean of women in one of the new small New York State institutions. What's the complaint of the kids? "It's too big, we're swallowed up with the bigness." And this new university has maybe 2,500--certainly not more than 3,000 students. It is not just the bigness, there is something else bugging our students. They say, "if someone would really listen, won't somebody in this cold impersonal machine take time to visit with us?" They're fighting the machine. The exemplification of the machine, as I reflect on all of this, is the administration. When they say they are going to bug the machine, what they really are saying is they're bugging the administration. They're making it tough for administration. They can't identify; they keep saying, maybe I'm an I.B.M. card. We hear the cracks about "the way to get attention is to bend your I.B.M. card." They say they are a drop card; they're an I.D. card; they're a seat number. Not all are saying this, I'm overenlarging on this, I know, but I do want to try to make the point. This as near as I can understand it, is the cry of the activist crowd. Those who are in revolt have a strong ego-involvement in a cause and a commitment that is wonderful to observe. One of the students in the Berkeley documentary the other night said "we can't trust anybody over 30." And yet with it a frankness, an honesty and sort of a deep revolt against quackery. Many students who I have seen in revolt have said, "Mr. Lewis, I'm sick and tired of my parents saying don't do as I do, do as I say." The sham, you see, of the materialistic period following the war, the countryclub, the swimming pool, and the affluent society. These activist students are looking idealistically toward improving the society in which they live and saying over and over "won't someone listen to us." This commitment is evidenced by the peace corps syndrome. Another illustration is their devotion to many of the activist movements in integration. The very fact that they will be activists and have commitments is the point. We've long been asking for commitments in the adult society. Here is a generation that does have a commitment. Through something that is very important to them, the improvement of their university, we may have a clue to positive action on the part of students which will let us do something about the machine. What we do about the impersonality is another question.

Here are my suggestions for maximizing the effectiveness of student personnel services.

(1) The president has got to structure for communication and interaction. I think you have to regardless of your other commitments. I think this basic behavioral science generalization on communication and interaction is as important as anything you can think of in your daily tasks. You cannot let it go to chance. You must structure for communication with your students, taking time to listen. You must develop an adequate and competent staff in student personnel, adequate in numbers and preparation and able to have time to listen to students, to spend time with students. We may as well admit also that there is a basic controversy between faculty and student personnel administrators as to how we deal with students. Even in the community colleges we find these differences as to the way the faculty thinks we ought to deal with students. The college presidents differ, the parents differ, and here we have need for communication and interaction which is so important if we are to avoid withdrawal on the part of certain groups. The students have found that there are new techniques that they can use because of their civil liberties experiences; a whole new series of techniques that they can use against us if we don't somehow structure for direct communication. They have been successful with their pickets and their sit-ins, while we are helplessly wondering as to how we can deal with these things. The society has approved of these tactics in the whole area of civil liberties and civil rights and now students are applying the techniques for student rights. I put number one in our student personnel program the need for you to take some time to talk with students; not in situations where it is just 10 or 15 minute sessions, but where you can take a half day and listen it out with students; maybe they have something worthwhile to say.

(2) We've been talking about the peer influence forever, it seems like. All the studies I've read about counseling in college have suggested the generalization that probably the most effective counseling on our campuses is the peer counseling itself. It is hard for us to accept that, in both social counseling and academic counseling, students turn to other students for the word. I am convinced that this is true on the Michigan campus. There is great readiness for acceptance of counseling from older students to younger ones. This is the system and I am sure that the students know more about the instructional program than anybody else on this campus. They know who the stimulating people are, who the deadheads are, and the word is passed around. Don't you suppose that it might be possible that we could somehow use older students in more ways than we do in counseling? Is it possible that we could give students satisfaction and perhaps the needed identification if we seriously involved them? Could we create the machinery and the climate so that we could begin to utilize older students in many assistant jobs in student personnel? Do we need to have so much professionalism in our services? If we have students with the Peace Corps syndrome or who are devoted to the tutorial tasks and who have a real commitment to the university, can't we expand their contribution to other areas? I have a hunch that one of the things we ought to do is to pursue this possibility in our student personnel service areas. Maybe train them as part of their education and God forbid, we might even give them some credit, which of course our academic friends would be very unhappy about.

As you work with late adolescent youngsters you soon recognize the peer drive to push adults away to the edge of things. This business of don't trust anyone past 30, I believe, is more pronounced today than during any time that I have worked with students. They have a real deep distrust for the adult world. Our great friend at East Lansing, Guy Hill, used to tell a story which illustrates the above point. He always said that it starts when children are very young. I observe it with my grandchildren today as they relate to their mother and their father. They are beginning to get attached to friends and colleagues, their peers. They are already beginning to push their parents away. Guy's story is about a first-grade teacher who is all excited about teaching reading. She was well trained, naturally here at the University of Michigan, and she knew she could get the kids excited about reading. She planned to take them out to the farm. They would see the mother pig and the baby pigs, come back to the classroom, write their story on the big chart or on the blackboard. "We went to the farm, we saw the mama pig, we saw the baby pigs," and the bright kids, those with good recall, would come back the next day still excited about their experience. This was so much a part of them that they would be started on their way to reading. She made the arrangements through the right school officer and the first-graders were taken out to the farm. The farmer was an old hand at all this and had the farm animals in the barnyard. The teacher arranged the children around the barnyard and they were ooing and awing, but then suddenly she noticed, off in the corner of the barnyard all by himself, a little boy standing with his hands over his eyes. A second look told her that he was a repeater, that he had been in the first grade the year before. So she sent one of the other children to get him back in the circle and she heard the boy say to his friend, "don't wook, don't wook, if you wook you'll have to wead and wite about it tomorrow." Here we see, at the first-grade level, a little boy advising his friend about something very distasteful. He had gone through the process of getting excited about reading. Those of you who have had elementary education experience, recognize at once that he can't pronounce his r's and l's and is a very immature little boy not ready for reading. Not too immature, though to help his friend with a kindly warning. The whole notion of the strength of the peer relationship is reflected in this simple story. We need to capture this powerful force for positive uses in counseling. We have only played at this in college. We have a few students working as orientation leaders and some of older ones in the residence halls as counselors--not to the degree that I think we could and certainly not with what I think could be the good effects both ways.

Now my third suggestion: Can the president, with his board, more realistically describe what the enterprise is all about? Can we somehow, for the good of all, wrestle with the purposes of the institutions? Not in language of the catalog, but in crystal-clear language that can somehow be used by the student personnel people to good ends. Do we now have the support of the board and the president in what it is we're about in the extra curricular program. What do we stand for in many of these problem areas? And, isn't it time that we get realistic about it and say what it is that we stand for and not expect student personnel people or others to talk one way and then act another. The institution does have rights. I repeat, the institution does have rights and I am afraid, these days when we seem to talk only about student rights and faculty rights that we are not firm in stating the institution's rights. I am sure Mr. Kerr at Berkeley must be wondering about this these days. Do we question the fact that there are institutional rights? We know that the courts have upheld this over and over again. Father Hesberg's epic statement last year is an illustration of what I mean. He practically said, "If you don't like what it is we stand for here at Notre Dame, go somewhere else." Sure it is a private school, but all of us could be more forthright, I think, in trying to describe what it is we're about. I think all our people, at all levels, do a better job if we lay out the rules of the game. At least, then, everybody will know the ground rules. If we say we want to treat them as young adults, that's one thing. Then the student personnel people can go ahead with a program that treats them as young adults. If we mean we stand "in loco parentis." then this is another thing so far as student personnel people are concerned. But haven't we the right, and haven't the students--not just the right--but shouldn't they know as a condition of admission exactly where we stand on these matters?

I keep thinking maybe we are too concerned, because of the national hysteria, about this area of ethics and moral standards.

I brought along, because I have been intriqued with it even since I read it, John Gardner's book Self Renewal. There was a review in Saturday Review, a year or so ago, which inspired me to dig into Gardner's ideas in this area of ethical standards. To quote, "Jacques Barzun tells of the little old lady who complained that the modern thunderstorm no longer clears the air. It is an attitude of mind that is not confined to little old ladies or to meteorlogical experts. Listen to these melancholy lines: "To whom can I speak today? The gentleman has perished and the violent man has access to everybody. To whom can I speak today? The iniquity that spites the land it has no end. To whom can I speak today? There are no righteous men. The earth is surrendered to criminals." And then he goes on to say that this writer's abhorence of the present and his nostalgia for an older, gentler, more righteous time strikes us as being very modern when actually it was written by a man contemplating suicide some four thousand years ago in the middle of Egypt's middle kingdom. Mr. Gardner makes the point that "it's an abiding characteristic of man to believe that the old virtues are disappearing, the old values disintegrating, the old stern ways no longer honored. Many people today think that our values, our morality as a people, our devotion to virtue and justice, resemble a reservoir that was filled a long time ago, vaguely, about the time of our grandfathers and that it has been seeping away ever since. But our grandfathers thought the reservoir had been filled by their grandfathers and that it had been seeping away ever since and their grandfathers thought the same. Why isn't the reservoir empty? Nowhere is this more true than in the realm of values. Men are always corrupting the old symbols, drifting away from the old truths. Give us a clean, fresh idea or ideal and we can promise within one generation to render it positively moldy. We smother our values in ritual and crush them with social observances that rapidly become meaningless."

This is what I was coming to as far as the morals for college students is concerned. In some cases the young people find that the moral precepts that their parents have to offer are no longer relevant to a rapidly changing world. The Space-Age came on us overnight. The machine beginning to give us all kinds of problems. Everything around us changing. It was Mr. Dewey's notion that few constants will be left, maybe some in our religious areas but most of the constants disappearing. Maybe Mr. Einstein's greatest contribution at the end of his career was that there'll be no systematic theories of knowledge which will be constant from here on. Can't we expect this to happen in the area of ethical standards, too. Students often find that in moral matters the precepts their parents utter are contradicted by the behavior their parents exhibit. This is confusing but not catastrophic. Those writers who imagine that it is destroying all possibility of youthful and moral striving are wrong. The first task of renewal in the moral spirit is always the difficult confrontation of ideal and reality, precept and practice, and young people are well fitted to make that confrontation. Young people, somehow, are ready to think differently. We have to worry about it. If we don't worry about it, who will? However, I have great faith in their strength of renewal.

Let me close with another controversial topic. As liberal as some of you think he is, I applaud Harold Taylor's demand that we have a confrontation with the whole question of how students learn. Is there anything to a Gestalt method of learning? Does everything around students in the Establishment, have something to do with their education? Is it more than just sitting at the feet of a professor? Is Karen Horney's notion of the culture impact realistic? Is there more to learning than Thorndike's conditioning? I am convinced, as I watch students at Michigan and as I watch them in your communities and in your community colleges, that everything around them is making them what they are. We must, therefore, have great regard for the kinds of things that happen to them outside the classroom. You, as president, have a great responsibility for this--for having the kind of people and the physical facilities which are part of Mr. Gardner's idea when he goes on to say, "It is not what people say to the students these days; it is the behavior of people around them that they are ready to emulate."

Well, I have talked too long but sincerely hope that I have challenged you for discussion in the days ahead.

THE ESSENTIAL SUPPORTIVE FUNCTIONS IN THE COLLEGE INSTRUCTIONAL PROGRAM

Max S. Raines
Assistant Dean of Students
Flint Community Junior College

INTRODUCTION

After visits to 70 junior colleges throughout the country, our interviewers (by consensus) selected 21 of the 35 functions as comprising a basic student personnel program for the junior college regardless of its size, type, location, or stage of development. (Obviously, the extent and nature of implementations would bear a relationship to such variables.)

After reviewing the commonalities which seemed to exist among the 21 basic functions selected by the interviewers, I was able to categorize the functions into seven major dimensions. In this paper I will consider the special significance of the functions in each dimension as implied in the observations of the analysts and suggest some of the conditions under which effective implementation is most likely to occur.

FUNCTIONS OF ORIENTATION[1]

In the traditional residential college or university one thinks of orientation as applying almost entirely to incoming students. While this concept may be adequate for the private residential junior college, it is not adequate for the public and community-oriented junior college. A number of characteristics of the community junior college suggest the need for broader view of orientation. Among these are the following: the recent emergence of the comprehensive concept of higher education as expressed in community junior colleges; the economic and geographic accessibility of the institution; the rapidity with which these new institutions are being established; the mounting pressure for education beyond high school; the number of students commuting daily from homes that have had no previous contact with college; the presence of a wide range of occupational curricula not found in more traditional institutions; and the wide range in ages, abilities, interests, and goals represented among applicants.

The community is the functioning environment of the student who attends the community junior college. An institution which claims to be of the people, by the people, and for the people must recognize that family members, friends, employers, professional personnel in various schools and agencies (as well as former students) play significant roles in the lives of students who attend the college. Indeed, as agents of orientation, their influence outweighs the influence of the college staff itself. Consequently, it is highly important that these agents of orientation have accurate information (and hopefully, positive attitudes) concerning the opportunities and the demands of attendance in the local community college.

If we translate a few of the characteristics of the junior college students into life situational descriptions, the need for a broader concept for orientation is immediately apparent. Consider the number of students who commute daily from situations where they encounter resistence, if not resentment, from fathers whose education was limited to the eighth grade; struggle for emancipation from parents who would promise most anything to keep "their child" at home; experience guilt because their wives and children feel displaced by midterm papers and final examinations; work longer hours than necessary for employers who might ease the burden by using more part-time students; encounter friends and former teachers who ascribe status only to the pre-professional transfer programs.

When one views the social functions of the junior college, it is apparent that the opportunity function is hampered by the inopportune attitudes of an uninformed community, the efficiency function is partially negated by the number of disillusioned dropouts, the manpower function loses its reality in a tunnel-vision concept of "higher" education, and the citizenship function is stifled by those who conceive the purpose of college as teaching people to "think the way we think."

If creative orientation is to be implemented it must first recognize that college staff members act as agents of orientation on and off campus. The staff, therefore, must be well informed regarding the variety of college opportunities available and must be in sympathy with this broader concept of high education. The observations of McConnell* concerning the probability of increased academic orientation among junior college staff members is particularly significant at this point. One can hardly expect the community to comprehend the comprehensive concept of higher education if a large segment of the staff is either poorly informed or resistive to this concept. In fact, a staff with these attitudes is not likely to develop curricula and courses for the variety of students they serve and they are not apt to discover that there is a productive road to quality without sacrificing standards in pre-professional curricula. The impact of their viewpoints upon students and former students holds particular significance for the attitudes informally transmitted to younger members of the community.

The potentialities of mass media, campus visitations, and conferences, and cooperative alliances with personnel invarious feeder schools and social agencies suggest the need for enlisting the assistance of key leaders with the community. These leaders acting in concert with members of the college staff and under competent coordination from a qualified staff member will find themselves engaged in something more fundamental than "public relations" and concerned about problems that run deeper than the usual concept of "institutional image." They will find themselves dealing with problems urgently related to achievement of fundamental goals within our society.

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*McConnell, T.R., State Systems of Higher Education. Paper given at Dorado Seminar, Puerto Rico, November 15 to 21, 1964.

FUNCTIONS OF APPRAISAL[2]

The non-selective college appraises its incoming students, but for reasons that differ from selective institutions. While the latter is forced to make decisions regarding the acceptability of students, the open door college is concerned (or at least should be) with effective placement of students in courses and curricula from which they can profit. "The right to try" is an expression of the opportunity function, however, it is not necessarily a carte blanche. There is a considerable need for students to have competent professional assistance based on a continuing appraisal of their progress and prospect for success in various courses.

Considering the diversity of experiences, background, abilities, attitudes, and goals and the complexities of career development, the need for an adequate longitudinal appraisal of personal development as well as a cross-sectional and comparative appraisal based on carefully chosen standardized tests is obvious. At the same time, the values of test data cannot be fully realized unless efforts are made to validate their predictability within the local college setting. A concentrated cooperative effort between the instructional staff and the student personnel staff is essential if such predictive data is to be developed.

Once the college has recognized the importance of accumulating adequate data as a basis for appraisal, they must then recognize the conditions for effective implementation. "Records for records sake" represent a sheer waste of staff energy. At the same time, translation of recorded data into profitable use on behalf of the individual student presents a considerable challenge. Those staff members who are to make use of the records must also be involved in an active effort to determine the nature of the data that is needed. They must also be involved in a continuing evaluation of the accuracy, continuity, accessibility, and adaptiveness of the information.

The relationship between total life experiences and career development speak strongly for continuity and comprehensiveness in records. It seems quite likely that the strong tendencies toward unrealistic aspirations might be counteracted if these students were provided an opportunity to consider realistic alternatives with a professional counselor who is capable of introducing such alternatives at the right time. Such assistance will not emerge from records limited to a high school transcript and to a hastily completed admissions form nor will it spring forth from an extensive but jumbled mass of seemingly unrelated data.

With the increasing quality of secondary testing programs and the greater use of national or state wide testing programs in high schools, the junior college must avoid unnecessary duplication of testing results if the economy-function of the college is to be served. Some junior colleges justify their preferred battery of required tests on a basis of the need for institutional research data, however, it would appear that very few of these colleges seem to have launched any program of systematic research. In fact, the laudible efforts of American College Testing to provide a basic research service for colleges with limited research facilities has been hampered by the lack of trained staff members within many colleges to interpret the significance of the results.

If one gives careful consideration to the variety of sub-groups within the student population he is likely to question the value of a "canned testing program" in such a setting. Does the candidate for mechanical technology need to take one more test to prove his inadequate mastery of the English language already reflected in high school grades? What do the grammar scores of a 35 year old evening student really indicate when compared with the scores of a student fresh from a high school English class? Should the potential honors student be subjected to the same tests as the student with a very limited potential? In short, after careful examination of high school transcripts, previous employment records, and other non-testing sources, might it not suggest the possibility of adaptive testing geared to the needs of various subgroups within the student population?

FUNCTIONS OF CONSULTATION[3]

If we are committed to individual self-realization in our society and if we are forced to use mass education to achieve this goal, then every effort must be made to individualize and personalize the educational process. While our responsibility is clear, our efforts lack consistency, and our success is left primarily to the elastic measuring rods of opinion. The anonymity of urbanization, the insecurities of social and geographic mobility, the intensified conflicts among subcultural groups, the dramatic changes brought about by computer technologies are but a few of the factors which speak strongly for personalization of the educational process. The junior college experience comes at a very critical time in the lives of students. Their decisions are apt to determine their life situational patterns for many years.

There is at least tacit awareness of these needs in most every college program. In general, everyone agrees that students deserve opportunities for periodic consultation with various staff members who might assist them in resolving a variety of problems. The agreement, at least in practice, seems to be less clear in matters concerning how often, what people, in which capacities, and under that circumstances should be available to discuss which problems with what students. Regardless of any organizational structure certain matters are clear. Most students will talk with instructors about their progress in his class. Many students will seek assistance in preparing class assignments more effectively. Some students will discuss various career possibilities with those instructors who share mutual interests with them and a few students will turn to instructors for assistance with a variety of personal problems. The main issue seems to be whether to depend primarily on faculty advisors for this assistance by assigning them a certain number of advisees or whether to depend primarily on counseling specialists. In reference to Tiedeman's discussion of commitment versus tentativeness in career development, it seems likely that faculty advisors will more frequently serve as agents of _commitment_ and that professional counselors will usually be agents of _tentativeness_ in career selection.

Part of the difficulty in capitalizing on the combined strengths of a faculty-oriented program and a professionally-oriented program stems from the very nature of individual personality. While in theory we can categorize problems by nature and by level and suggest that they require concomitant levels of training and experience from those who would assist; in practice, what first appears as a relatively simple solution frequently turns into a more complex one.

The nature and level of human concerns have an uncanny way of changing in the very process of their discussion. A faculty advisor who is discussing a possible change of curriculum may find himself confronted with complex attitudes of the student toward his family, toward peers, and toward himself as a person. If the advisor does not have a referral source available or if he lacks the inservice training to recognize when referral to a counselor is indicated, the student may not have an adequate opportunity to clarify his attitudes. Under these circumstances, the student is likely to switch his commitment to another field without adequate knowledge of the alternatives and with only a dim awareness of his underlying motivations. The manpower implications are considerable.

The processes of decision making are of considerable significance in the education of the individual. Decision involves not only information but also clarification of one's attitudes. Adequate decision making is enhanced by the individual's growing confidence in his ability to make satisfying decisions. Persuasive advice may resolve immediate problems but it also postpones the sense of responsibility for making decisions.

If faculty members are to be used as advisors in the junior college setting, it seems that several conditions are of importance in effective implementation. The advisors must demonstrate an interest in such responsibilities and a willingness to participate in a well-developed program of in-service training. They must have some reduction in their teaching loads so that they will have adequate time and will be inclined to attach a sense of significance to their advisory commitments. A nucleus of trained counselors should be available as referral sources. The advisors should be assigned advisees that have interests in the fields that are within their own specialities. They should not be assigned students who have not entered into a period of commitment to a career.

The diversity of problems likely to be encountered in heterogeneous population of the open door college and the complexity of decisions to be made at this time speak strongly for a sufficient staff of trained counselors. It seems likely that an institution which initiates its consultative functions with counseling specialists and then seeks productive ways of involving other members of the staff will develop a stronger program than one which skirts the problem by designating every staff member as a counselor with the idea of employing specialists if and when the need arises.

While many practitioners emphasize that group methods merely increase the numbers seeking individual attention, it would appear that many informational needs can be met in carefully selected sub-groups which share common career interests, thus providing more individual time for counselors to aid students in clarifying their attitudes toward the information.

FUNCTIONS OF PARTICIPATION[4]

Since man does not live by classroom intellect alone, it is appropriate that the learning process by pursued outside the classroom. The term "social" when viewed in its broadest cultural sense and the term "involvement" which suggests interaction with others in the pursuit of common goals seems best suited to describe this dimension of student personnel work. Many critics of "student activities" have associated this term with the meaningless pursuit of shallow experiences (pantie raids, telephone booth gymnastics, and a variety of senseless endurance contests).

An effective program of social involvement must foster creative learning experiences which are matched to the responsiveness of students and to the nature of the institutional climate in which they operate.

Consequently, there are several characteristics of the community junior college and its students which have ramifications for the effective implementation of social involvement functions. Home dwelling students relieve the college of many _in locus parentis_ responsibilities. Commuter students have a variety of competing commitments such as family, employment, organizational memberships, and previously established peer groups. Social, recreational, political and religious resources in the community satisfy many social involvement needs. The majority of the students hold a highly transitory affiliation with the college and this sense of temporariness conditions their involvement in campus life. Continuity of student leadership is highly tenuous and there are no seasoned upper classmen to provide stability to activities or to perpetuate traditions.

Students who respond most readily to a program of _organized_ activities in this setting are usually found among the "collegiate minded" students under 21. At the same time, certain informed and more spontaneous activities will attract some part-time, some adults, some evening and some married students. The significance here is that a social involvement program must be conceptualized in terms of a variety of important sub-groups within the population.

Vocationally oriented clubs hold particular significance for the junior college. The information atmosphere of the engineers club, the business club, or the pre-law club can be helpful in resolving conflicts between commitment to career and tentativeness in the appraisal of a career.

The _citizenship function_ of the community college holds implications for social involvement of students. Experiences in self-government, participation in policy making decisions, planning budgetary expenditures, consideration of critical social issues, involvement in social and cultural events are all related to participation as an effective citizen. The constructive and satisfying use of leisure time is increasing in its significance as part of the education of college students.

Controversy can be used to enliven and enrich the intellectual life of the student. The increasing involvement of university students in social action groups and their readiness to demonstrate for causes, is having considerable impact upon our view of the extra-curriculum. Administrators who have thought that winning athletic teams, attractive student union buildings, well managed resident halls and a variety of recreational activities would "keep the troops from getting restless" are having to re-examine the purposes of their programs. Without belittling the contributions of these resources, one must acknowledge that they are not enough. If our student leaders are concerned with deeper social issues, then as education institutions we must teach the processes for constructive consideration of the issues.

Whether the social action trend will spread among community based junior colleges is not entirely clear. Certainly in those cases where it has developed, the reverberations within the community and the college have been considerable. We must recognize that certain factors complicate the problem for community junior colleges. Taxpayers living next door to their college tend to feel that the college must teach college youth to be "right thinking." Action groups within the community are not unaware of the potential recruits among community college students and the prestige of the college rostrum. Student leaders (almost without portfolio) can arise overnight if they are articulate about crucial issues; they can gain ready support for their right to be heard from those who are concerned with academic freedom, student freedom, and freedom of the press. Mass media within the community soon learn that heated controversies within the college make good copy. When one mixes the everyday stresses that arise among board members, administrators, faculty and students, the potential explosiveness is immediately apparent.

All members of the college community must come to some common understanding of the education values of the social involvement functions and which kinds of activities are most likely to achieve which goals. An engineers club may spend its time planning a dance to raise money for a bigger dance and seldom or never concern itself with examining the many facets of a career in engineering. A dedicated staff of students may work hard putting out a yearbook for fellow students, half of whom have withdrawn by the delivery date. In short, the participation functions must be continually evaluated in terms of the students they serve and the climate in which they operate.

If controversial issues are to be handled constructively, policies and ground rules must be established. The effectiveness of the policies in times of crisis will probably be in proportion to the previous involvement of representative members of the faculty, the students, the community and the administration in policy development. A college that is unafraid of controversy is the one most likely to make use of its educational potentialities and to prepare its students for a more effective and constructive citizenship.

FUNCTIONS OF REGULATION[5]

In theory each college determines its objectives and then establishes policies which implement its objectives. In practice, however, policies frequently emerge when a specific problem arises. In the urgency and expediency of such situations the relatedness of the policy to the basic objectives of the college is often overlooked or only tacitly considered. Under such circumstances inconsistencies are almost certain to arise.

By way of illustration, one might examine typical academic regulations to determine their consistency with the opportunity and the manpower functions of the junior colleges. The comprehensive community junior college usually claims to offer a wide variety of transfer and occupational curricula to those who have completed high school or its equivalent. The latter is usually interpreted to mean an open door policy. Implementation of the open door concept ranges from a laissez faire approach which (in the extreme) permits most any student to try any course which appeals to him, to the more controlled approach which says the student must have demonstrated his readiness for various courses by a variety of evidences stemming from appraisal of his previous achievement as well as his scores on selected standardized tests. More often than not the problem centers in the election of appropriate levels of courses commonly called pre-professional transfer courses. In either approach the question arises as to how much responsibility the institution holds and how much the student holds if he fails in elected courses (particularly if his failure is not primarily related to a lack of motivation and effort). Regulatory policies enter the picture at this moment. Shall the student be dismissed? Shall he be retained only if he changes his program of courses? Or shall he be allowed to continue a self-selection process until he either succeeds or falls by the wayside? Which approach best expresses the _opportunity function_, the _efficiency function_, and the _manpower function_? What are the humanitarian ethics involved? How are these related to the problem of institutional integrity? There are no "pat" answers!

Until policies have been developed in such matters those who are to implement the policies and make the judgments are in a vulnerable position. Since members of the student personnel staff through admissions or registration procedures are considerably involved, the matter has particular relevance for the student personnel program and the resultant attitudes which the instructional staff may hold toward the student personnel program.

The conditions for effective implementation of regulatory policies and procedures necessitate (1) a thoughtful and continuing consideration of institutional purposes by _all_ members of the college staff as well as by board members and administrators, (2) systematic procedures for implementing or revising policies with full consideration of their implications, (3) careful communication of the policies and regulations to all who will be affected by them, (4) periodic review of the regulations as new problems arise, and (5) the collection of empirical evidences regarding their worthiness. Under these conditions the college community can move forward with reasonable unity of purpose or at least with the absence of gross inconsistencies. Under these conditions student personnel workers as implementers are less likely to become symbolized as "sleeping gate keepers," "social patrolmen," "hard luck welfare workers," or "procedural puppets." Such stereotypes negate much of their potential effectiveness with students and with faculty. Clarity of roles growing out of well defined policies and procedures that are consistent with institutional goals are mandatory.

FUNCTIONS OF SERVICE[6]

Those engaged in student personnel work must continually analyze the needs and emerging needs of students and participate in a unified effort if the institution is to develop resources for responding to these needs. Considering the nature of the student population in the community college both the financial assisting function and the graduate placement function assume considerable significance.

Even though the cost of attending a community college is usually held to a minimum both by its tuition policy and by its commuter accessibility, many students who attend have very limited financial resources. Many of them are conscious of a need (or a desire) to be economically independent of their parents and 20% to 25% have assumed marriage and family responsibilities. Studies of the work patterns of the students suggest that they will discontinue college attendance if their jobs are in jeopardy. Whether employment is a financial necessity for the large numbers of students who work is not entirely clear. In some cases, the need for parental emancipation is probably a strong factor. In either case the pattern is to work while attending college and many students work more hours than necessary for their college attendance either because of a desire for the material benefits or because they cannot locate jobs requiring fewer hours.

It seems that few students are able to find employment that is related in any way to their career interests except where the college has developed a pattern of cooperative placement opportunities for those students enrolled in one and two-year occupational curricula. One cannot help but think of the potentialities for partial resolution of the conflict between commitment to an occupation and tentative attitudes which permit consideration of alternatives. For example, the ambitious student with limitations in theoretical concepts might offer challenges more in keeping with his interests and aptitudes than the scientific and mathematical demands on the engineer. Such opportunities, if they are to emerge, call for a creative partnership between business, industry, labor, and the college that is found in only a few communities.

Graduate placement for the non-transferring student is vital for the development of occupational curricula--not only as a response to student need but also as a basis for establishing effective liaison with the "consumers of the college product" and as a basis for follow-up evaluation of the adequacy of the college program. Also, the skills of community occupational survey are not well understood or applied in many instances, hence the job market is unrealistically appraised on a continuing basis.

The additional resources of health and housing are entering the picture in many of the larger and faster growing community colleges.

Students are tending to migrate toward colleges with a reputation for a strong program either in pre-professional and occupational fields. If increasing numbers of students live away from home while attending the community college, increased responsibilities will arise with the concomitant needs for adequate programs in health and housing.

Recent trends indicate that community members may seek assistance with a variety of educational, vocational, and personal problems even though not currently enrolled as students. Few community colleges make more than a tacit effort to assist these people, yet the manpower and the humanitarian responsibilities are immediately apparent. Student personnel staffs which have the resources must examine their potential contributions in providing counseling services for non-students and in establishing strong liaison relationships with other community agencies concerned with the problem. Implementation of this function could lead to additional subsidy for adequate staffing at the local, state, and federal levels.

FUNCTIONS OF ORGANIZATION[7]

One who has read the analytical papers carefully and has considered their manifold implications for student personnel programming is struck by the importance of full and effective use of the available resources within the college. Our national appraisal suggests that junior colleges have limited resources for effective programming. It also indicates that those functions concerned with integration and use of the available resources are among the least effective in implementation. Certainly the efficiency-function is not well served when there is unrealized duplication of course content and services offered in the majority of feeder schools or lack of awareness and use of supplementary resources that may exist in the community. Nor is it served when there is lack of awareness and use of supplementary resources that may exist in the community, or a lack of internal articulation and cooperation among the various divisions within the colleges.

Without a concern for professionalism that promotes continuing evaluation of programs and services, that establishes systematic inservice training opportunities, that clarifies the complementary roles of various staff members, the student personnel program will not make its potential contribution.

For the organization functions to be satisfactorily implemented, competent leadership is essential. While one cannot guarantee that professional training will produce competent leadership it would seem that the chances will be enhanced if a staff member with considerable professional experience and training in student personnel work is used in a leadership position. E.G. Williamson has recommended that every junior college should have at least one staff member with a doctor's degree in student personnel work or related areas. This goal may not be achieved in the near future; however, the probability will be enhanced if chief administrators will select their leaders from those having at least a master's degree in student personnel work. Such individuals, if given the encouragement and opportunity for additional training, may eventually fill the unfortunate void which seems to exist at the present time.

Assuming that competent leadership is discovered and developed it can be hoped that the effort will not be negated by an organizational pattern which prevents the chief student personnel officer from having a strong voice in the development of institutional policies. Without such a voice, those less directly involved with the pressing needs of students are apt to evaluate problems from an institutional point of view. Uncomfortable as the role may be, every institution must have a significant leader who will serve as a conscience in those moments when expediencies take precedence over individual human values.

FOOTNOTES

[1] THE PRE-COLLEGE INFORMATIONAL FUNCTION. Those activities of the college designed to communicate with prospective students as well as those closely related to them (e.g. teachers, family members, etc.) and through such communication (1) to encourage post-high school education, (2) to describe junior college opportunities, (3) to interpret any requirements for entering the junior college or its various programs, and (4) to identify sources of assistance for reaching a decision about college attendance. Illustrated Assignments: conferring with high school groups...preparing descriptive brochures...handling correspondence requesting college information...etc.

THE CAREER INFORMATION FUNCTION. Those activities of the college designed to obtain, analyze, and interpret occupational information and trends to students, advisors, instructors, and counselors. Illustrated Assignments: identifying useful sources of occupational data...analyzing published research on manpower needs...developing effective methods for disseminating occupational information...etc.

THE STUDENT INDUCTIVE FUNCTION. Those activities of the college designed to acquaint entering students (just prior to class attendance) with the plant and staff resources, student activities, college procedures, and regulations of the college. Illustrated Assignments: training student guides...interpreting student services...explaining college expectations and procedures...etc.

THE GROUP ORIENTING FUNCTION. Those activities of the college designed to provide organized group experiences for students conducted by college staff members, focused upon needs of the student and with emphasis upon (1) adjustment to the college program, (2) formulation of realistic and satisfying plans for the future, and (3) effective use of college and community resources. Illustrated Assignments: conducting orientation classes... interpreting occupational information...teaching effective study skills... planning course content...etc.

[2] THE APPLICANT APPRAISAL FUNCTION. Those activities of the college designed to obtain, organize, and appraise significant background information for each student to determine (1) his eligibility for admission to either the college or to various courses and curricula within the college, (2) his probable chances for success in various courses and curricula, and (3) any conditions or restrictions to be imposed on his admission or readmission. Illustrated Assignments: evaluating transcripts and test results...serving on an admissions committee...preparing case appraisals... etc.

THE EDUCATIONAL TESTING FUNCTION. Those activities of the college designed to assess by standardized testing procedures those abilities, aptitudes, achievements, and other personality variables which (1) are considered significant in educational and vocational appraisal of students and/or (2) those which are helpful in appraising their educational progress at the college. Illustrated Assignments: appraising a variety of potential measuring instruments...administering tests to groups of students...developing normative data for the college...etc.

THE PERSONNEL RECORDS FUNCTION. Those activities of the college designed to establish and maintain a cumulative record of student development as reflected in skills he develops, activities in which he participates, employment in which he is involved, awards he receives, and judgment rating of staff members. Illustrated Assignments: developing system for accumulating information...maintaining policy for confidential handling of student personnel records...preparing recommendations for senior colleges...etc.

3

THE APPLICANT CONSULTING FUNCTION. Those activities of the college designed to schedule and conduct conferences with applicants (individually or in small groups) who may seek or need staff assistance pertaining to their (1) admission to the college, (2) anticipated problems in attending college, (3) selection of vocational and educational objectives, or (4) selection of courses to fulfill curricular requirements. Illustrated Assignments: interpreting test results to applicants...interpreting curricular requirements...assisting students in selecting courses...etc.

THE STUDENT ADVISORY FUNCTION. Those activities of the college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community that might meet the special needs of the student. Illustrated Assignments: scheduling advisees in classes...interpreting senior college requirements... interpreting study skills to individual advisees...etc.

THE STUDENT COUNSELING FUNCTION. Those consulting activities of professionally trained counselors designed to aid students who seek or need special assistance in (1) formulating vocational and educational goals, (2) clarifying their basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with their educational progress, and (4) identifying appropriate sources of assistance for resolving more intensive personal problems. Illustrated Assignments: administering and interpreting diagnostic tests...conducting counseling interviews...interpreting occupational information...etc.

4

THE CO-CURRICULAR ACTIVITY FUNCTION. Those activities of the college assiciated with development of cultural, educational, and vocational opportunities which supplement classroom experiences of students. Illustrated Assignments: arranging for cultural activities (musical, forensic, dramatic, etc.)...assisting student publications staff... assisting vocational interest groups...etc.

THE STUDENT SELF-GOVERNING FUNCTION. Those activities of the college designed to provide opportunities and encouragement for students to participate in self-governing activities that provide experiences in decision making through democratic processes. Illustrated Assignments: advising student governing organizations, conducting leadership training programs, supervising elections...etc.

5

THE STUDENT REGISTRATION FUNCTION. Those activities of the college designed to (1) officially register students, (2) collect demographic data, (3) expedite academic regulations, and (4) initiate and maintain official records of each student's academic progress and status. Illustrated Assignments: Designing registration forms and data processing procedures...processing class changes and withdrawals...processing instructor's grades...etc.

THE ACADEMIC REGULATORY FUNCTION. Those activities of the college designed to establish and maintain academic policies, procedures, and regulations that foster attainment of institutional objectives and commitments. Illustrated Assignments: expediting probationary policies... evaluating graduation eligibility...handling cases of student cheating... etc.

THE SOCIAL REGULATORY FUNCTION. Those activities of the college designed to establish and maintain policies, procedures, and regulations for control of social behavior of individual students and student groups. Illustrated Assignments: developing standards for personal conduct... handling cases of social misconduct...interpreting regulations to students and faculty...etc.

6

THE GRADUATE PLACEMENT FUNCTION. Those activities of the college designed (1) to locate appropriate employment opportunities for graduates of the junior college who may be suitably qualified, and (2) to provide prospective employers with placement information that may be helpful in reaching employment decisions. Illustrated Assignments: maintaining placement files...consulting with prospective employers...scheduling placement interviews...etc.

THE FINANCIAL ASSISTING FUNCTION. Those activities designed to provide or identify various sources of financial assistance (loans, grant-in-aids, part-time employment opportunities) for students whose progress or continuation in college may be impaired by the lack of finances. Illustrated Assignments: reviewing loan requests...seeking new subscribers...locating part-time jobs...etc.

7

THE PROGRAM ARTICULATING FUNCTION. Those activities of the college designed to foster cooperative efforts of staff members among various divisions or department of the college (1) which will integrate the educational experience of the students, (2) which will foster development of supplementary educational opportunities for students, and (3) which will week increased continuity between junior college and pre-college experiences and between junior college and post-junior college experiences. Illustrated Assignments: serving on faculty committees...attending joint meetings with high school counselors...visiting former students at senior colleges...etc.

THE IN-SERVICE EDUCATIONAL FUNCTION. Those activities of the college organized and designed to increase the effectiveness of staff participation in the various non-instructional functions of college through a planned program of in-service training or education. Illustrated Assignments: attending counselor in-service training meetings...distributing educational articles among staff...interpreting research data to college staff...etc.

THE STUDENT PERSONNEL EVALUATIVE FUNCTION. Those activities of the college designed to collect, analyze and interpret data concerning (1) the characteristics of and transitions within the student population, (2) the needs of students, (3) the use of college resources by students, (4) those factors affecting the progress of student during and following their junior college experience, and (5) the adequacy of various college services designed for student development. Illustrated Assignments: conducting studies of student characteristics...conducting follow-up studies...developing experimental projects...etc.

THE ADMINISTRATIVE ORGANIZATIONAL FUNCTION. Those activities of the college designed to provide adequate numbers of qualified professional and clerical staff members, suitable facilities and equipment, and an integrated plan of organization that will foster effective development and coordination of the student services program. Illustrated Assignments: interviewing prospective staff members...preparing budget requests for particular service or program...preparing job descriptions...etc.

"STAFFING FOR ESSENTIAL SUPPORTIVE FUNCTIONS"

Miss Marie Prahl
Director, Guidance Services
Flint Community Junior College

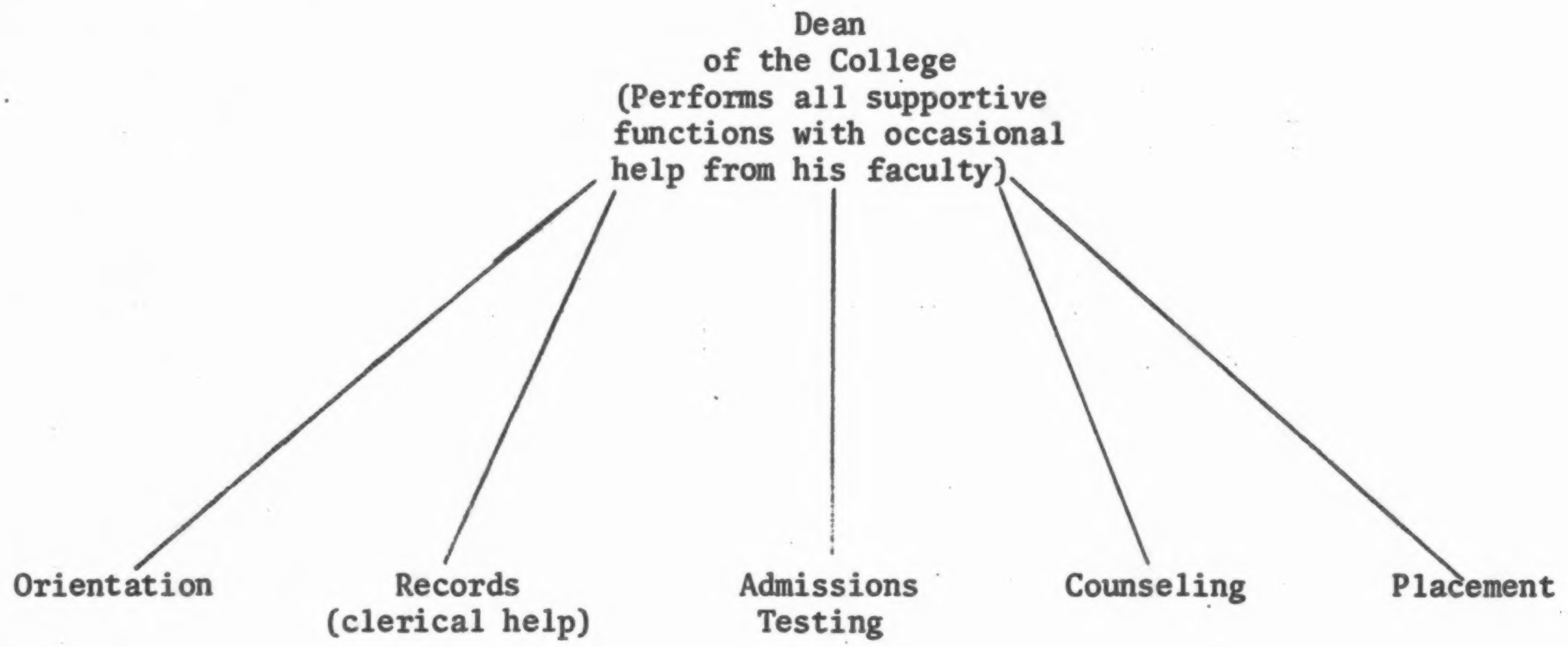
What are the Basic Supportive Functions?

Every college performs certain basic supportive functions regardless of size. If you want to remember this well, you can consider the student chronologically: (1) you send him information, (2) he applies, (3) you interview him or review his records and probably admit him, you may even give him in the process some vocational and educational guidance, (4) he is advised and he is programmed for classes, (5) you orient him by getting him acquainted with the campus and with other students, (6) once he is in class he may have difficulties, and if so you help him adjust through counseling with him. If he has difficulties in the dorm, you have someone there to help him. He may have financial problems or health problems or he may have personal, academic, or social problems. If he is in a small school, perhaps one person deals with students having all of these problems. If the student is in a large school, there may be many persons for each problem area. Furthermore, if the student is in a two-year college, he is either going on to another college or he is going immediately into the labor market or homemaking so he or she will need further advisement or placement.

If you consider what happens to the student chronologically in college, you can fairly well recall the basic supportive functions. These functions require advisement, counseling, testing, record keeping, data collecting, and then if you have planned to reserve some time and energy--the basic functions include evaluation. Evaluation helps the entire process to be self-renewing.

Can It Be a One-Man Operation?

These functions may all be performed to some degree even without a visible student personnel program. I often recall the junior college I once visited where the dean as the head of the institution performed all the supportive functions. Since his staff was hired for only the academic year, they disappeared in the summer. The dean was left during the summer to build for the coming fall. If there were information to send out, he sent it out. When parents came in, he saw them in the dean's office. He programmed students, he advised them, he offered them guidance, he planned the orientation activities. Later, during the year if students got into difficulties, he also saw many of them. The dean was really the college counselor. He was also very well acquainted with occupational opportunities and people in the town who could hire students. He engaged in placement. He was also able to administer tests and capable of interpreting them to students. Occasionally he called in consultants from the state university to give in-service training to his faculty advisors. This dean performed all these functions without any one's ever referring to his job as "student personnel work." And, I think he did a fairly good job though certainly he was a very over burdened albeit dedicated man.


Dean
of the College
(Performs all supportive
functions with occasional
help from his faculty)
Orientation
Records
(clerical help)
Admissions
Testing
Counseling
Placement

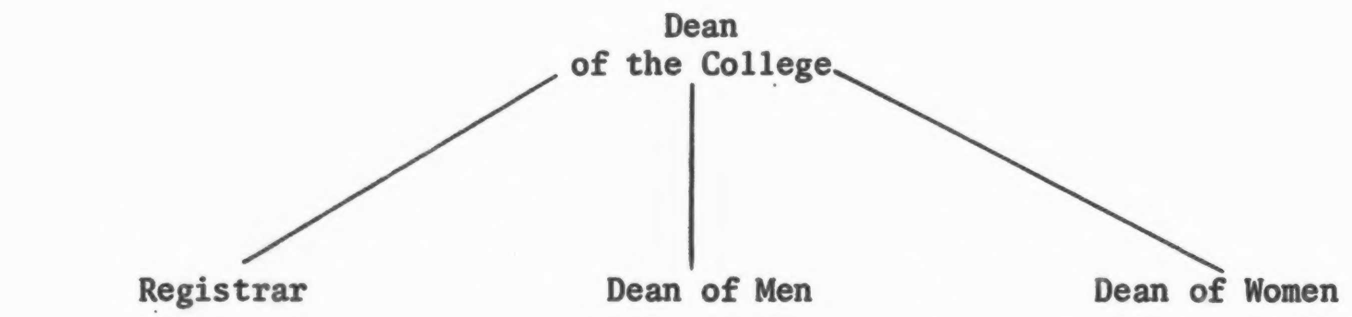
"One-cell" Student Personnel Program

I am not in giving this example, however, advocating going back to the "good old days." I think that some of you recognize that from this simple on-cell administrative organization we have evolved fortunately into a multi-celled organizational pattern for the supportive functions.

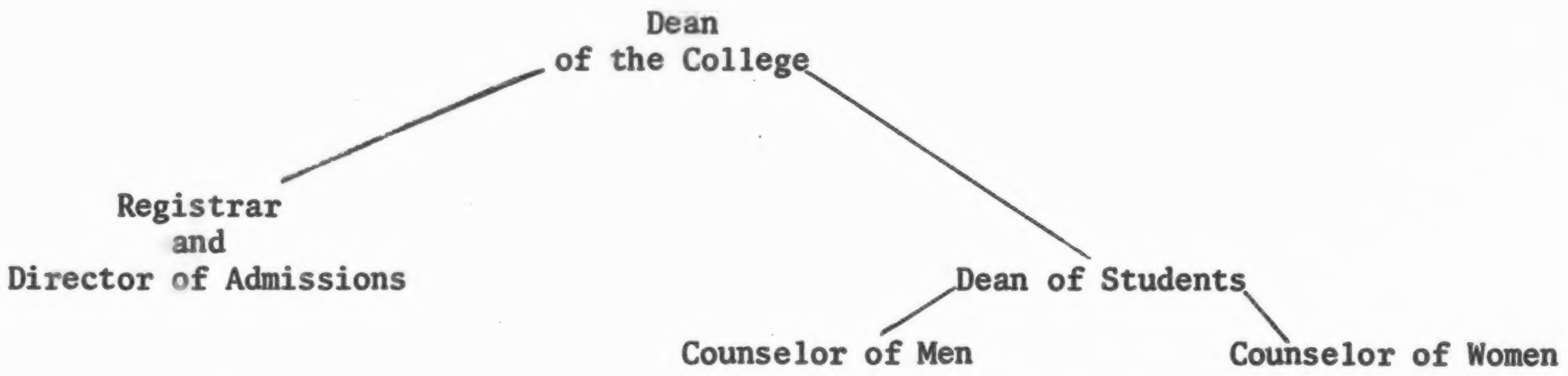
How Has the Student Personnel Staff Evolved?

The supportive functions are generally labeled "student personnel" today. One of the early patterns of organization included: (1) the president or dean, (2) the registrar (an interesting position to study as far as prestige and status may be involved and what has occurred in this position as a result of data processing), (3) the dean of men, (4) the dean of women. This type of organization was and still is a common pattern.

Probably due to some of the student personnel teaching in Teachers' College at Columbia University, in the 1940's, we had some changes in titles. The titles: "dean of women" and "dean of men" changed to "counselor of women" and "counselor of men." During this period the "dean of students" title appeared as the person to whom the counselor of men and counselor of women reported. The National Association of Deans of Women at their conventions in the 1940's and 1950's expressed the point of view that the title "counselor of women" did not have the prestige that the phrase "dean of women" had. They also feared that the deans of students would always be men and there would be fewer and fewer opportunities for women in these positions. The new look now in student personnel organization shows the natural development toward more specialization and toward greater division


Dean
of the College
Registrar
Dean of Men
Dean of Women

Early Stage Multi-celled Pattern for Student Personnel


Dean
of the College
Registrar
and
Director of Admissions
Dean of Students
Counselor of Men
Counselor of Women

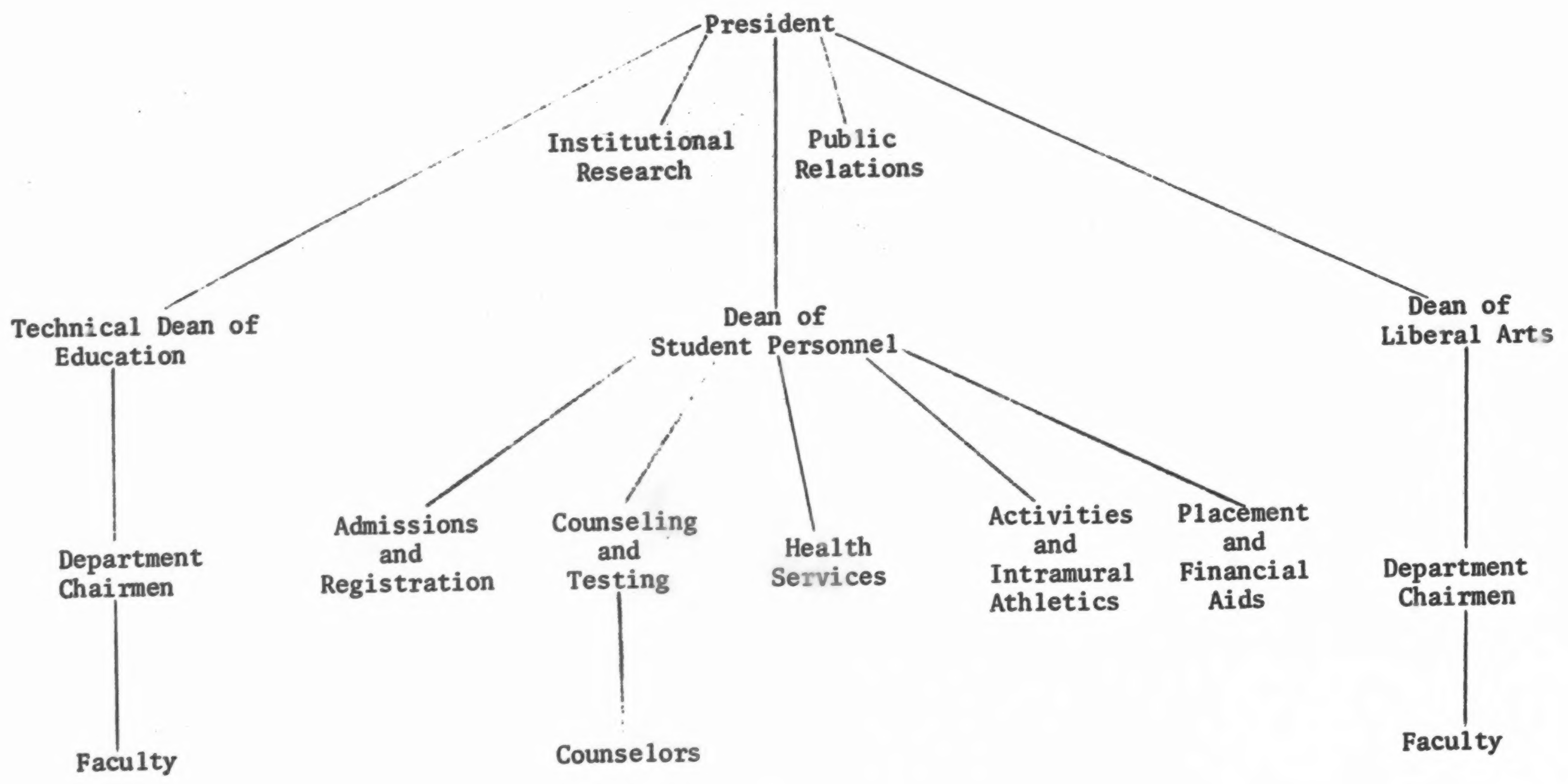
Another early stage pattern for Student Personnel of labor, meaning that more people do an ever increasing job with a greater number of students.

Today, we have, generally, one man in charge of the supportive functions. He is called a dean of students, or to take the emphasis off the disciplinary responsibilities he may be called the dean of student personnel. Generally, reporting to that man will be the counselor or counseling staff or a director of counseling who may head, in a large institution, a counseling center. Then if the dean of student personnel has been told by his president or the dean of the college to be responsible for all these functions that are beyond instruction and which are supportive, then he is also likely to have under his charge the registrar's office, the admissions office, the director of activities, and also the director of the student center or union. Then if the physical education department has gone academic and wants less and less to do with athletics and intramurals, then that area also will fall to the lot of the dean of student personnel, as it has on many large campuses.

Health counseling ranging from a staff position for a public health nurse to medical and psychiatric consultation may be developed under a dean of student personnel. Another supportive function, that of placement, has to be established if we propose that we prepare young people for their place in the world of work.

How Do We Prepare Student Personnel Workers?

With all these many things now being done in student personnel and the necessity for having people to do them well, we have to think how we can


President
Institutional Research
Public Relations
Technical Dean of Education
Dean of Student Personnel
Dean of Liberal Arts
Admissions and Registration
Counseling and Testing
Health Services
Activities and Intramural Athletics
Placement and Financial Aids
Department Chairmen
Faculty
Counselors
Department Chairmen
Faculty

Common Pattern for Well-Developed Student Personnel Program best train people for these functions. Is there some common denominator? What do we all do in student personnel for which we could have been trained or better prepared?

I have thought about this often, and I have concluded that student personnel workers all "work with" students either directly or indirectly for the students' welfare. What does this phrase "working with" actually mean? It means talking with, counseling with, advising with, testing, measuring, interpreting and helping the student become acquainted with himself. It means being able to feel comfortable in a one-to-one counseling situation and being able to guide a one-to-one situation. It means knowing something about the group process and being willing and able to interact in a guiding role. For the teaching process the interaction process is not nearly so essential because interaction is not the primary interest or goal. In student personnel work, interaction is generally the means and often the end. Basically, an admissions officer, a registrar, a counselor, an advisor, a dean of student personnel, a director of activities, a placement man, a health counselor--all of these people talk with students, counsel with them, advise, help measure in some way, test, and help these young people interpret themselves to themselves. Whether a counselor spends more time in an office interacting with a student than does an admissions officer is important only when a degree of specialization is our concern. All personnel workers should be able basically to understand and perform this "working with" students.

What techniques are needed for these people who will be "working with" students? If I were to select one learning situation as essential, I would select the practicum in counseling or the supervised counseling experience. Whether the student personnel worker is going to be an admissions officer, a registrar, a director of activities, a placement counselor, the supervised counseling practice and experience is fundamental. One, of course, may decide not to be a full-fledged counselor after the practicum, but even so the practicum will alert the person to his weaknesses and strengths in "working with" students.

Student personnel workers should also have a course or courses in testing and test interpretation, and the course that serves as a springboard to one's own information gathering--a course in occupational and vocational information. To strengthen their background I think student personnel people need courses in the behavioral sciences, namely, human growth and development, personality, and in the dynamics of the group processes. A sound basic background in the behavioral sciences or in the social sciences or in the humanities will stand a student personnel worker in good stead. It probably does a person no harm to go to institutes and workshops about administration or data processing or research.

I would like to refer to Dr. Jane Matson's list of major areas of professional preparation in the booklet entitled, Proceedings of a Research Development Conference held at the University of Chicago in April 1964. She itemized there the essential training needed for those who will be performing the basic supportive functions. Dr. Matson, of course, is speaking ideally, but when we come to a workshop or an institute, as we have here this week, that is the way we should think and when we go home we can try to do as much as we can to attain the ideal.

How well trained are people who work in student personnel in the junior colleges? Dr. Raines' research indicates a wide range of preparation or previous experience. Student personnel people may come from the behavioral sciences or social sciences, from the humanities (music, art, literature), or from physical education departments, or from business and industry, or the Armed Services. Many have not had the training or special preparation that is being advocated. Just as we find fewer and fewer men today, however, succeeding without a high school diploma or without a college degree it is most likely that in the future we will find fewer and fewer people in student personnel without considerable specialized training.

How are people first attracted into student personnel work? There seems to be differences between student personnel work and instruction, between people who are satisfied and happily dedicated to teaching, and the people who thrive in student personnel programs and are happy with their role. Certainly at the polar extremes there are differences that we can describe and distinguish. But often we see people in the teaching profession who are deeply concerned about the students who sit in their classes or who find themselves becoming more student-oriented than subject-oriented, more interested perhaps in the wide diversity of ability rather than in the brilliant or outstanding student. Some teachers ask themselves, "how can I do more than I am doing?" and this is the type of person we want to enter student personnel work. We do not on the other hand welcome the person who is a poor teacher, who is dissatisfied with teaching, disillusioned with education, who has lost faith in young people, who really wants to move out of teaching and therefore considers counseling or guidance or student personnel work. Such a teacher might better move out of educatiom into another profession.

But on the positive side, this is to remind you that you may find on your own faculty that you have some future student personnel people, and with the opportunities today for institutes, workshops and conferences, these people might be a good investment for your institution in filling important positions in student personnel.

What Do We Need Besides Training?

Training is something that we can point to because it is specific. We can look at transcripts; we can require this course or that one. We can see the performance level in academic grades or marks. Though not so many people as we prefer have this specialized training, it is fairly easy to evaluate it. What is not so easy to evaluate and what we spend a lifetime trying to learn is how to judge personality fitness for particular jobs. This is mostly a judgment that is subjective and personal. We would like to be objective in hiring, but very few people are hired on purely objective evidence. Are conclusions drawn from interviews objective? Are recommendations objective? Lists for judging experience and personality comparable to Dr. Matson's list for preparation are not too readily offered, but I shall venture to mention a few and perhaps later in your discussions you will have opportunity to tell of some you have learned through your experiences.

One quality that I have noticed in good student personnel workers is "buoyancy." It is the ability to roll with the punches. I know a good many teachers who are outstanding in the classroom who do not have buoyancy, and I don't know as it matters too much. But it does matter in student personnel work. How can you tell if someone has buoyancy when he comes for an interview or when you see his transcript or his credentials? People who stay in student personnel work, and this is one thing you can be thankful for, seem more likely to have "buoyancy" than people who leave student personnel work. Is it because they have to acquire this quality to remain satisfied with student personnel work? Are the people who are attracted to student personnel work and stay there more likely to have this quality? Is buoyancy what permits them to survive in student personnel work? Is buoyancy an indication of the degree of security--or maturity--that a person has attained? Are we saying that if student personnel workers are to be satisfied with student personnel work (the registrar, admissions counselor, placement director, activities director, counselors), must these people be reasonably secure people and apparently adjusted? What about people in college teaching today? Perhaps not all stimulating teachers have to be so patently well adjusted. Many college professors seem not to be, but this may not interfere too greatly with their teaching at the college level. In student personnel work in a collegiate institution it would seem that comparative freedom from one's own personality problems would facilitate giving attention to the problems of others.

A second quality of a good student personnel worker is the ability to accept change. Teachers as a professional group are not at ease with change. Effective student personnel people, however, are likely to be at ease with change and are likely to undertake experimentation, to keep questioning procedures and policies. Faculty seem to question rhetorically; student personnel workers more actively. Most of the research in student personnel is action research, and this probably reflects an urgency to put findings into operation.

A third quality that is desirable is the ability to do concentrated work. If anyone leaves the instructional field and goes into student personnel thinking he will have less preparation or less paper work or fewer committed hours or less reading to do, he should be enlightened before he acts in error. There is just as much paper work, preparation, and many more committed hours in the student personnel program.

Should We Always Equate Increase in Staff With Growth?

Does each of the basic supportive functions need a man in charge? We have examples of colleges that run effectively without large staffs. Could they be more effective with more staff members?

Can several functions be performed by one man? Certainly your organizational design should be based on what you can afford now as well as what you can project for the future, your institution's objectives, your students' needs. Perhaps you will begin with one man performing several of the supportive functions. Let us consider the registrar's role as an example here. Recall some colleges where the registrar may have been also assistant dean, where he was head record keeper, where he was the admissions officer who dealt with the high schools, and also responsible for articulation with the senior colleges, conferences with parents and incoming students. As your institution grows, the organization chart becomes reality if planned on sound principles. Do you plan now that the registrar's role in two years will be changed? This will be threatening to the persons involved, and we need to remember that if we plan on paper and hire people to fill these paper positions then we are dealing with people, not paper, and we do not so easily move people as we erase marks on paper. Do you plan, however, that there will be an admissions person working with the registrar or for him or on a par with him? Do you plan that maybe the registrar's office 2 to 4 years from now would be run by someone that has considerable knowledge of data processing? Will there no longer be the title of registrar five years from now? In time two men might be needed where one man did the job before although this is not always the trend. In some areas of student personnel one secretary might do the clerical work that several staff members did in previous years. Sometimes if your professional staff is overloaded with record keeping, additional secretaries will release staff service to students more quickly than additional staff members.

Staffing for the Supportive Functions at Flint Community Junior College

(6000 students, public supported, 43 years old)

May I use Flint Community Junior College as an example of one way to staff for the basic supportive functions. Using Flint gives me an opportunity to speak with some experience. We have evolved from a one-cell organization to a multi-celled organization. At one time the dean performed almost all the supportive functions. Later, we had a dean, a registrar, a dean of women, a dean of men. The latter two titles were changed to counselor of women and counselor of men when the head of the institution named a director of admissions, and a director of student affairs. Later we passed into a period in which we had a dean of student personnel. At that point we arrived at the organizational chart which seems to be a popular one today. It reflects the trend to put all services to students under one head man, namely, a dean of student personnel. Under the dean of student personnel are several major areas. Because we needed someone to be a liaison with 60 high schools feeding into the junior college, an admissions man was hired. After three years he needed an assistant to help process applications and interview applicants so we have two men in admissions. The registrar's office three years ago was realigned with student personnel rather than with the instructional program. We have found that as long as the registrar is working with students as well as records, it is wise to have a man with a student personnel point of view because there is no office in which there is more danger for someone to see just the records and forgot the students. If the registrar is a trained student personnel man, this gives some protection against undue emphasis on records and the danger of forgetting the student who exists behind the record.

Our counseling staff has expanded from two persons--the counselor of men and counselor of women--to seven full-time counselors. They do no teaching but have some group counseling responsibilities. When most counselors start in a small institution, they teach too. You will find much discussion in the literature whether or not there is some value to having counselors also teach a class or two. I have shifted my position on this matter. I feel now that full-time counseling brings far better results than part-time counseling.

The pressure is on us now as counselors to do so much with the group process that our counselors in Flint, for instance, have group counseling for certain students throughout the year. These groups may be scheduled in our yearly schedule book; students may sign up for these groups as they do classes; there is no tuition, however, and there is no credit. These groups are counseling groups, but they are well structured and they are not just a hit-and-miss program. They are optional, however, except for one particular category of students, the inadequately prepared, and we work with these students on a definitely structured basis. If counselors are going to keep up with trends, they will have to experiment with more group processes. If you are fearful that counselors will forget what it was like to be in the classroom or with groups of students, you need have no fear. In the future we are likely to be working more and more with groups simply because we cannot see all students who can profit from counseling on the traditional one-to-one basis. More and more college counselors are saying that small groups for some students in some situations will be a better method than the one-to-one counseling technique. On the Flint staff when our counselors work with students to a certain point, they often suggest that the student move into group counseling, especially if the student is tapering off his conferences with the counselor.

In addition to our counselors who deal with students who have problems in adjusting to life, we have a health counselor. We were careful to find a public health nurse for this position. She has directed first aid training for faculty who have laboratories where accidents may occur. She has set up emergency procedures for the entire campus and publicized these. She has also worked with the physical education department in developing special classes, for example, a class for the obese student. We are working now on a special physical education and counseling program for people with other physical disabilities.

Where Do You Find Good Personnel Workers?

How do you find people who will fit into your student personnel program? How do you find people who have buoyancy, who have creativity, who can live with change and who are team spirited? In Flint we're pirated in a number of places and institutions. Our latest pirating has been in the county high schools. Like Captain Kidd we sail out occasionally to speak to directors of guidance. We have found county high schools and suburban high schools a rich source. A good area high school, where a trained man has been acting as a jack-of-all-trades and as director of guidance and who has become acquainted with most of the supportive functions, will be a good school in which to recruit. A director of guidance has some understanding of what it means to program students, to bring them in from a junior high and program them in a senior high, and this process has operational similarities to bringing students in from senior high into the community college. A director of guidance has met with parents, has had some responsibility for discipline, has counseled with students, has had to know the local vocational opportunities. He has had to be very versatile. If you visit him when your own admissions counselor is conferring with high school seniors and if you can hear the high school man talk to the students and you can observe his working with students, if you stay around for a good part of the day and see how many students drop by to see the counselor and ask him questions, how many follow him into his office, how he deals with them, whether it is more important for him to impress you that day or whether he is also mindful of the students, you will know more than appears on his credentials.

Are we getting a new breed of young men, student personnel workers, in these strong area or suburban high schools, men with a lot of enthusiasm and energy, with a lot of interest in students, with a lot of organizational ability? Will many of these people coming out of the NDEA Institutes with 2 or 3 years of general practice and experience be good sources for student personnel workers in the community colleges? Often when we are in a collegiate institution, we will think first of getting our people from another collegiate institution or a four-year school or a university. We have had some very fine people from other colleges and from the universities, but in our community college we have found that the most buoyant people, the most versatile, the most team spirited, the most flexible, the most likely to be job-satisfied with our particular program are people coming out of secondary education who are in their 20's or early 30's. We now have on our student personnel staff at Flint no one who has had extensive experience in a four year college or university setting in student personnel work. This has not been intentional but indicates the direction we have taken in recent years. Almost all our staff have come from high school counseling experience, and one has come from an elementary school. Whenever we have augmented our staff in the summer, our policy has been to hire high school counselors. We are fortunate this summer to have two deans of counseling from our large public high schools working with us interviewing students as they come into the junior college for programming and advisement. We have also trained people from our own faculty that we hire in the summer to help us during advanced registration periods. We probably see 2,500 students during the summer, and each one has a 45-minute counseling appointment.

What Will We Need Next?

In looking forward I shall remind you that if you are in a large urban community college, you will need to think seriously of meeting the needs of two groups of people in the near future.

The first group is negro youth. Although we do not intend that our negro counselor speak especially or exclusively to negro youth, we want our negro counselor to be visible and available for students who prefer to see him.

The second group is our adult potential enrollment. We are concerned like most colleges with the women in the community who have not finished their degree but would like to do so as soon as their family responsibilities permit them. We are trying now to give special attention to the continuing education of women.

INTRA-INSTITUTIONAL RELATIONSHIPS AND THE STUDENT PERSONNEL PROGRAM

Miss Marie Prahl
Director, Guidance Services
Flint Community Junior College

My remarks on this topic are based upon some hypotheses I have developed about a visible and well-defined student personnel program that most likely encompasses admission, registration, academic advisement, placement, financial aids, counseling, student activities (including intramurals and athletics), and health services. I shall probably speak as if all these hypotheses have been proved, but I would encourage you to develop your own hypotheses and certainly to challenge mine.

Intra-institutional relationships exist between:

I. Staff members within student personnel
II. Student personnel staff and faculties
III. Student personnel staff and administration
IV. Student personnel staff and students

I shall define "relationships" as "working connections" in the college organization where two or more parties are trying to fulfill the objectives of the institution. I shall assume that a good relationship is a working connection that facilitates fulfilling the objectives of the institution; a poor relationship is a working connection that is out of order or hindering the fulfillment of the objectives of the college.

I

For a student personnel staff to make good working connections with other departments of divisions, the working relationships among student personnel staff can sell its program easier if the staff itself is sold on the program. Staff should like who they are, the role they have in the college and their responsibilities; they should like what they profess to believe in, and what they are working toward.

How does a dean of student personnel foster among his staff members a real liking for the job to be done?

Assuming the basic conditions of good salary schedule and working conditions exist within the institution, what is important for student personnel staff morale? I submit two conditions for your consideration:

1. Clarity of role and responsibility
2. Flow of information

There are some practices that help to strengthen good staff morale, such as: written job descriptions that are realistic and that are reviewed and revised at least once a year in conference with staff members, thoughtfully organized staff meetings that are held regularly or announced well in advance, communication channels that permit both the percolator (upward) and filter (downward) processes, opportunity to present requests and recommendations backed up with background information and a rationale, prompt answers that clearly say "yes" or "no" or "maybe" with reasons and target dates spelled out.

Staff members are more likely to respond well to requests for reports if before the reports are placed on file they are read, discussed, and used as evidence for making recommendations. Staff members enjoy the opportunity to attend good professional conferences, and in some instances sending most of the staff to a good regional or state meeting has more effect upon staff cohesiveness than sending one person to a national meeting.

Staff members deserve time for in-service training, and it seems ironic that the overburdened staff having the most need for self-renewal allows itself no time, or very little, for in-service training. I submit for consideration the possibility of having some sack lunch sessions for the staff--free from routine business and from compulsory attendance with an atmosphere of "dreaming" about the new college or an ideal program or any topic about which the staff can get irresponsibly enthusiastic.

II

What working connections should be developed between a student personnel staff and the faculties of a college? The literature refers to student personnel programs as supportive functions, supportive to the primary function of the college which is instruction. If the student personnel staff is geared to function in supportive ways, it should be allowed to do so. Do the faculty in your institution see the student personnel program as supportive? Your answer to this question will probably tell you much about the working connection between the faculty and the student personnel staff. Are student personnel staff expected, asked, and allowed to furnish evidence and data to support changes recommended by the faculty in instruction, curriculum, and academic areas? Is the student personnel staff equitably represented in the Faculty Senate and on faculty committees? In orienting new faculty members do we remember to acquaint them with the supportive functions of the college? Do we thoughtlessly keep the data we gather on student characteristics in file drawers and forget that faculty may like to know more about the incoming class and the sub-cultures on campus? Have we provided in-service training for faculty advisors so that they can enjoy their advisory responsibilities and so they can feel certain that they are giving accurate information to students within the bounds of confidentiality? Do we feed back to instructors some of the compliments we hear about their courses and their instruction? Do we prove by our good work as student personnel people that we are proud of our supportive role in relation to instruction and that it is a cooperative role rather than a competitive one with the instructional program?

Do we consult faculty about changes we are about to recommend? Do we keep them well informed of new procedures? Have we made our program visible so faculty know basically what we are doing and how our program supports the objectives of the college?

III

The key to a good working connection between the student personnel program and the college administration is the dean of student personnel. This person, if he becomes adept, can educate the administration to understand the student personnel point of view. He can sensitize (and not antagonize) the administration to the possibilities of the student personnel program; he can make recommendations and expect consideration because he will always have the facts upon which he is basing his recommendation. His facts will permit the administration to study the background, the rationale, the implications of his recommendations. A dean of student personnel should be channeling information to the administration that will permit other administrators to be more effective in their offices. Information, for example, on the success of graduates on specific programs, the persistence of students, the salvaging of students who were given a second chance, the progress of scholarship recipients, the adjustment of the working students, the effect of involvement among student leaders, the value of remedial or developmental programs.

If a dean of student personnel heads a program of supportive functions, he and his staff should be supplying evidence of this to the dean of the college--usable, and often publishable information on student characteristics and effective programs and services--reports that give evidence of "support."

IV

How do we get a good working relationship with students? I suggest that your staff orient itself to a priority rating to check out their answers, solutions, recommendations, proposals, programs, etc.

For example, how does this recommendation affect:

1. Students
2. The institution as a whole
3. The faculty
4. The administration
5. The student personnel staff
6. Me.

If you use a check list similar to the order indicated here, you will, I believe, in time find you have become a respected member of your profession.

Building an image among students for being trustworthy and competent--or "professional"--requires time, patience, a willingness to learn and to work hard. If we believe and if we work as if every student is a matter of great consequence, every student is a subject for confidentiality, every student is an opportunity for our best professional judgment and a chance to strengthen our integrity, then our image among students will be bright and clear. We shall have, as a result, a reputation for professional competency, for fairness, and for concern for each student's future as a member of a free society.

In summary then, a student personnel program that has developed good working connections with other departments of the college has:

1. A staff that knows what its job is and likes it and works hard at it.
2. A staff that enjoys its supportive role in relation to instruction.
3. A dean of student personnel who shows his program is vitally supportive to the administration and the faculty.
4. A staff that places student welfare foremost in its concern with fulfilling the institution's objectives.

Dr. Richard Cutler
Vice President for Student Affairs
The University of Michigan

"NON-ACADEMIC LIFE OF THE MICHIGAN STUDENT"

I might say that I come to you with a singular lack of experience in my job and so I hesitate really to stand up before a group of people who are vastly more experienced than I and say very much of a definitive sort about an area with which you are all probably really, practically, more familiar than I. However, I am going to make a few observations and point to some general directions and raise some concerns that I have, and then hope that we can have a free open discussion of some issues that I hope to raise.

I said that I hadn't been in this job very long, and that is very true -- about eight months now. In that rather short period of time the University of Michigan has distinguished itself in a number of ways, and while I don't wish to imply any cause and effect relationship here, I would point out to you that we have won the Big Ten football championship, the Rose Bowl, the Big Ten basketball championship, the National basketball championship, and came in second in the NCAA tournament. We now have two of our most distinguished alumni as the pre-eminent astronauts of the time, the nation, and the world. One of our alumni is occupying the White House at the present time, Dr. Johnson. We call him Dr. Johnson because he has an honorary degree which he earned here in the course of about 1-1/2 hours one June afternoon a year or so ago. So, even though I may not myself be distinguished or authoritative, I do feel incumbent to boast a bit about the university of which I am very proud.

Let me state that the personal, social and moral element of students during their four year college experience is at least as important, and probably of even greater importance to their future lives and their happiness and their social contribution and their responsibility as their intellectual development. All of you I am sure remember in your own college experience the fact that a good bit of the awakening, inspiration, the testing of principles, the trying of morals and so forth went on, not in a direct confrontation with the professor in the classroom, but among your colleagues, your peers, in informal sessions of a variety of sorts. And recognizing that as a fact, recalling it, each one of us from our own college experience, I think it does not tax our credibility too much to simply make the formal statement that it is the responsibility of a college or university, in fact of any school, elementary, secondary, higher, whatever, to participate in and be to a large degree conscientiously responsible for the personal, social, and moral development of its students. That is, to set models, to establish principles, to articulate convictions which respresent the great ethic of the university and the great ethics of the society; to hold these out in a very explicit way to our students and to seek to establish situations in their lives during their typical four years here that will contribute not simply to an appreciation and understanding, but to an incorporation of the best that our society has to offer in its great Christian tradition. I fear that we in higher education have failed in two ways to do this. We failed, first of all, to do this simply in terms of articulating the ethic, the principles, and the convictions that we have about what life ought to be. We've let this go by default. In our contact with students, our convictions about what is good, what is truthful, what is honorable is largely expressed in negative terms. When we see an instance of a failure of integrity, we chastise, and properly so. When we see an instance of dishonor, we criticize or we counsel, depending on our particular bent at that moment. I submit that this approach has been largely negative. We have not said to the student that the university and the student body stand for certain things -- compassion, honesty, charity, integrity, the pursuit of truth, appreciation of different points of view, brotherhood, etc., and I view it as the responsibility of the entire university, if there be such a thing, to hold these goals out to students, not by negation, but in a direct, explicit, and articulate way. And secondly, to present to the students in our own lives and in our own style of dealing with them, models of this kind of character, or person, or ethic, however that be.

Our second failure, I think, has been to not appreciate the students need and indeed willingness to search through his college experience for something that is more meaningful than the mere fact that he participates in the classroom. The student is ready; the student is in an active search, he is an active, sincere quester, after principle.

A third failure, which is not really the universities' or the colleges', but is a failure of society itself and one which I would hope that the universities and colleges could do something about, is that society itself has slipped away from an adherence to these principles that I have talked about. Slipped away from integrity, and honor, and brotherhood and these things which are perhaps to some only fine sounding phrases but which to most of us, I hope, have some real inside meaning. It is a failure that these are not always, and indeed growingly are seldom, epitomized either in the behavior of individual members of the society or of the society as a collective. It is a failure that the society has slipped into a kind of materialistic orgy, whereby all that really matters is creature comforts, a bigger swimming pool, a newer car, a larger house, more leisure time in which to squander ones' life, etc. And it is a failure that the society in its very material success is turning away or has already turned away from some of the time-honored ethics that have been passed down to us.

This is reflected, in my view, very clearly in the behavior of students. I don't mean this as a general indictment, but the student comes to us in a kind of conflict, which I will describe as follows: he believes many of the things that we have told him, e.g., that whatever your color, whatever your nationality, whatever your sex, whatever your race, you are as much God's creature as anybody else and thereby you have the rights and the opportunities and should have the privileges that anyone else has. And, what we have heretofore only talked about, this generation of students with which we deal today, believes that they have in spite of what I will call a localized amorality or immorality, primarily around matters of sex, nevertheless, a very profound kind of morality as far as relationships among people are concerned, and as far as an awareness of these principles that I have talked to you about just a moment or two ago. The student of today is very much aware of what the ethic is and he is very much aware of the failure of the society to express fully, with real meaning, its own actions, regarding this ethic which underlies our civilization. This should be a cause of great concern among us. Why? Because it tends to put us out of communication with the younger generation. We tend to counsel, "patience," and he says, "get out of the way, there is something wrong that we need to do something about." We tend to counsel, "compromise," and he says, "compromise -- all that is a sacrifice of principle." We tend to say, "all in good time," and he says "now," about a great number of things. Thus, we have a very difficult task ahead of us simply in keeping the lines of communication open with students because of a real separation between their generation and ours, in terms of what I will call basic rights and wrongs about how to proceed with the business of civilization.

Let me expand on that just momentarily. The college student of today has been born since 1945 and 1945 was a key year. It may prove, historians are beginning to tell us, to be the year of the century, so many vital things happened in 1945. First, the bomb -- we the American people killed large numbers of Japanese by thermo-nuclear explosions and no one else has ever done that. Second, the United States emerged as the power nation in the world and with power goes responsibility. Third, the great alliance of World War II broke up or at least the seeds of its breaking up were laid in 1945 and, as a consequence, the cold war has developed; Russia has emerged as a nation seriously to be reckoned with -- there is an ideological challenge to our system which cannot be taken lightly. The seeds of the Communist revolution in China occurred and thereby laid the foundation for developments which we're only beginning to feel today and which we will feel all the more profoundly over the next 15 or 20 years. Since 1945, also, the underdeveloped, former-colonial nations have emerged demanding a solution for their problems and the recognition of the rights of their people as individuals, equal creatures under God. The race revolution in our own country has occurred.

All of these things have impinged upon the early life, in fact, the entire life of the college student of today in a very direct, immediate, personal, and forceful way. Therefore, he sees problems in a context which make them real and personal to him and he understands these problems in a way which anybody over, I'll say 25, is hard-put to appreciate or understand.

Let me illustrate what I mean. I am of World War II vintage and to me war means digging a hole in the ground as deeply as you can, as fast as you can, and getting as far down in that hole as you can, until somebody comes along and tells you that you have to get up and get out and hoping against hope that while you are down there that somebody is not going to come along and try to boost you out or if you get your head up too far somebody is going to blow it off. That is sort of a root, a base, fundamental definition of war for the World War II vintage individual. The student of today doesn't conceive of a war that way, because war isn't that way. Real war, today, means not a hole in the ground but nothing. It means cinders everywhere, it means the obliteration perhaps of the whole civilization. I put myself to the test every once in a while I try to think, what if a bomb hit Detroit, the bomb, the perimeters of destruction I have some concept of and I know it is possible that the university wouldn't be here period, that's just the end of that and suppose I were to survive large numbers of people are not going to be here and all the way out to Pinckney 25 miles from here its just going to be sort of volcanic dust if it hits the center of Detroit. I can't really believe that, I can't really grasp that, and yet the student of today can. Similarily with all of these other problems and questions. The total effect of the student having lived under these stresses all of his life is, first of all, to bring him to us with a framework for understanding the world that is very difficult for us to appreciate. Second, because survival of the civilization, of him, of our institutions, of our morality, of everything, is at stake singularily and collectively in these several issues with which he has been faced, he feels an urgency about getting things done that you and I do not feel, generally. We can counsel, "patience," we can argue, "compromise," we can say, "yes, let's do it around the conference table, and eventually we'll get it done." And he says, "yes, but the conference table takes so long, and the things are so urgent, somebody may pull the trigger right away." So he comes to us concerned; involved; in his own way, deeply moral; in ways that we don't like and appreciate, not so very moral. (I won't go into that in detail but I could talk to you about WHY some of the sexual promiscuity which does exist does.) But, he is a peculiar combination of moralist, activist, revolutionary, and conformist. Now let me point out to you that the so-called activist student group, albeit in the minority, nevertheless is only, for the most part, articulating the concerns that masses of students have, and we must not be so foolish as to confuse the so-called activist movement with the hijinks and the boyish pranks of the past. This is qualitatively not the same thing as tearing down the goal posts, or as stealing somebody's car, or somebody's trophy, or a fraternity initiation. Those were pranks -- stuffing telephone booths, or swallowing goldfish, or putting 50 people into a Volkswagen or whatever -- those expressions of the college rebellion were largely characterized by a kind of polarity, it was fun, it was escapist activity; but there is nothing escapist and nothing fun about the student activist movement of today. It's characterized by a seriousness that verges on solemnity. Really, these people are intense -- they do not yearn for escape, they yearn for involvement. And you see this involvement not just in the political, social, moral, and ethical realm, you see it also in the intellectual realm. The student who is here and the student who is at your university or college is serious, he's purposive, he's not kidding around. Granted, he has his Friday afternoon beer bust or whatever and that may seem like a kind of juvenile release and often it is, but his life is not characterized by very much of what I would call freedom of expression. He is constrained by the seriousness by matters around him. Granted, some people form a reaction against this seriousness and life becomes one big, gay Cha Cha Cha, or Watusi or some such thing, but the serious purpose of most of these people is apparent, its ubiquitous, and we musn't miss it.

From this and from what I said about the university's or college's responsibility for the personal, social, and moral development of students, let me make a little jump, although I think you'll see where I'm going, and talk to you about the organization and the operation of student personnel services on the university campus.

The primary goal of every student personnel office or officer, I don't care if he is a dean or a vice president, or a counselor, or whatever, ought to be to further the personal, social, and moral development of students on the campus. We believe that this can best be accomplished by organizing our office around a series of functional units. For example, units concerned with health, concerned with counseling and discipline, and concerned with religious affairs. I'll name our units and comment on some of them and then you'll know what we have:

1. Health
2. Counseling and discipline, religious affairs, student community relations
3. Religious Affairs
4. Student Community Relations

Both the students and the courts are more and more recognizing that by virtue of being a student the individual does not loose any of his prerogatives as a citizen; he is less and less subject to special penalities or special encumbrances by universities and colleges. The notion that he attends as a privilege and not a right may exist on the books and in theory, but in fact in court test after court test, it's demonstrated that the institution's ability or the institution's legitimate ability to restrict him beyond the restrictions that are already imposed by the civil authorities, other than those restrictions that have to do with his deportment in the classroom itself, is more and more limited. We then have here a city of some 30,000 citizens some of whom are under age, some of whom are married, some of whom have reached their maturity and so forth, and they have needs as citizens for recreation, for decent housing, for protection against exploitation, for the assurance that if they can legally drive a car they'll have a place to drive it, and hopefully a place to park it, for recreational space, for university-related cultural and religious facilities, etc., and so we've developed this new branch a functional unit a staff agency of our office called the Office of Student Community Relations, whose problem is to deal with all of these needs of the student as a member of the community and his life-needs as a citizen.

5. Bureau of Appointments and Occupational Information.
6. Student Activities and Organizations. This deals with what traditionally used to be thought of as the Mickey Mouse side of college life, the fun and games thing. More and more student organizations on this campus, while designed for fun and social affiliation, etc., also are coming to have serious educational purposes and we are interested in fostering those attitudes, and so, the Director of Student Activities and Organizations is a person who constantly tries, by stimulation and suggestion, to intrude matters of cultural, moral and educational significance upon the activities of various student groups.

7. International Center. We have on this campus a large number of foreign students, some five or six percent of the total population. They bring special needs for housing, for relationships with the community, for various kinds of bureaucratic handling such as vias, passports, etc. The International Center attempts to integrate these people to their benefit and to the benefit of the community and the campus.
8. Financial Aid. This is a very important one. The University is very fortunate in having a rather large private endowment out of which it can grant scholarship money, grants-in-aids, loans, etc. Also, the Regents provide general-fund support through Regents-Alumni Scholarships and large numbers of grants from various public agencies are now becoming available and have been under the National Defense Education Act. We find that we run about a $7-million banking operation a year for our students.

Without further proliferating the list of these functional agencies let me say this: that it's our belief that the persons who are in charge of these staff agencies need to be specialists in their own field, that a good heart and good intentions alone or experience as a counselor alone, or experience as a clinical psychologist alone, will not make a person a good financial aids officer, because he is in effect running a bank that has a capitalization of $120 to $130 or $140 million dollars and so he has to be part business man, part counselor, part administrator, part soul searcher and similarily up and down the line. In the area of counseling and discipline it has been the tradition in many places to leave this to deans of men and deans of women. Without wishing to offend anybody, I think that the concept of a dean of men and a dean of women is anachronistic. Problems do not divide themselves according to gender, and so we have abolished the office of dean of men and dean of women. The concept of the dean of men was one, basically, of a generalist -- a person who, given a student with a problem, no matter what kind of a problem, in the course of sitting down and treating paternalistically in a kindly and supportive way, could get that problem solved. I don't have any faith in that kind of a concept at all, either as a professional psychologist or as an administrator. This kind of counseling work takes professional training and good discipline. It takes more than a fly-by-the-seat-of-the-pants attitude about how you deal with people. I'm not saying that every person who's involved in every counseling department of every university in the country needs to be a professional trained counselor, psychiatrist, or psychologist, but I am saying that the person who is responsible for setting the policy and for insuring its excution had better know what is going on professionally, or he'll have failure after failure after failure. We need to have specialists in this work and the field has been left too long to people who, however good their heart and however proper their wish, have not brought with them more than a generalist' skill. You cannot -- in a community of 30,000 or 10,000 or 3,000 today, given the complexity of the society, and given the nature of the student -- you simply cannot leave these very difficult problems to the generalist. Are we going to hire ladies whose children and whose husbands spend too much time at the office run the health service? No, you have no problem about that, because medicine has established itself a discipline which regards its professional responsibility seriously. We need to establish within these other professional units, professionals who take their professional responsibility equally seriously with that of medicine. You say, well, if you are going to divide all this stuff up, then why do you need a vice president for student affairs? I am seeking the answer to that question. You may not, in fact; except that there is, in the area of personal and social and moral development of the students on any campus, a campus and community-wide responsibility in the same sense that there is a campus-wide responsibility for the appropriate conduct of academic affairs. There is a proper campus-wide responsibility for the conduct of non-academic affairs. Student life outside the classroom is campus-wide. Hence with a campus-wide responsibility, the university officer who is charged with that responsibility needs to have university-wide authority. That is where the vice presidency comes in, because a vice president is able to represent on a co-equal basis to his colleagues and the administration, the special needs and the special responsibilities of students outside the classroom. Thus, when the next dormitory is planned it's not planned simply in terms of how much money the business office happens to have. It is planned in terms of a need that can be determined by an assessment of the student population and it looks down the road with the student interest as well as the business interest or the academic interest in mind. I justify the existence of my office -- not myself, anybody can do that job -- I justify the existence of my office, in just these terms: someone had better be in a strong position to represent the needs, the rights, the prerogatives, the desires, the hopes, and the dreams of the students on the campus on a university-wide basis at the executive level. If not, the students' life outside the classroom falls a poor third or fourth or fifth. It is out of such neglect that crises like the crises at Berkeley grow, because, when the student becomes so much a non-represented part of a great machine that he goes around pinning an IBM card to his lapel and printing on it, "don't be a cog in the wheel, be a man," that bespeaks of a neglect of his interest on the part of the university and the administration. I submit to you, that whoever the leaders of the revolt at Berkeley were, they could not have gained a constituency of the sort that they did and a following as faithful and extensive as that one was, without having some legitimate burrs under the saddle of the entire student body. That was there and the burrs were primarily that the students:

1. were not given facts about the operation of the university as it affected them;
2. they were excluded from discussions;
3. they had no opportunity to participate whatsoever even by representation in the major decision making processes of the university.

The head of the student affairs area, whatever he or she be called, had another responsibility which goes the other direction. The university has certain needs, certain dreams, hopes and aspirations that may not always be consistent with the desires of every individual student. It is at that point that the vice president for student affairs can play an important role in presenting, defending, interpreting, as need be, the position of the university on various things. Why do we have to have a tuition hike? It is my responsibility to tell the students why and to do a good job of it to give them the interpretation that they need in order to understand that the university is an institution which moves forward, every piece of it interdigitates with every other piece and that if the university is to move forward certain decisions have to be made. They may not always be popular ones and one need not expect, if he takes the degree of responsibility that I am designing in this speech for you, to be popular. I think that all one need expect to be, is this model that I was talking to you about earlier in this speech. The student affairs administrator must be a person who by his personal life and by his treatment of individuals demonstrates those valid parts of the ethic from which our whole heritage springs. If you have to double-deal students, if you have to trick or deceive, if you have to exercise your hostility on them in one or another subtle or not so subtle form, if you have no compassion, if you have no appreciation for the real meaning of brotherhood and the real essence of the Judeo-Christian ethic, then you ought to find some other line of work. If you do have those things, then I think that great fantastic opportunities are open to all of us, because whether or not we finally fall out, seriously, with the younger generation -- whether they find their appeal around the conference table or in the streets -- depends largely upon the degree to which we can represent to them these ideals and principles about which I have been talking to you.

"COUNSELING THE NON-STUDENT"

Clifton Matz, Director
Vocational Service Department
Industrial Mutual Association

My assignment is to discuss the counseling of the non-student.

When a representative of an industrial associated organization discusses an educational topic with educators, it may reasonably be asked: Why is this organization involved in such an activity?

The Industrial Mutual Association, an employee-benefit organization for more than 70,000 employees of Flint industry, under the auspices of the Manufacturers' Association of Flint, has for better than half a century been deeply involved in education and related activities. The history of the Association is characterized by seeking out the needs of the people of the City of Flint and doing something to answer those needs. The active interest in education is an example of this philosophy.

In the early twenties the I.M.A., pioneer of adult education in this area, conducted many space-time educational programs appealing not only to the industrial worker but to his family as well. In these early years the educational offerings of the Association resembled Flint's Mott Foundation Program of today, offering hundreds of highly varied adult education classes. This educational activity grew to such an extent that General Motors saw merit in it, and in 1926 took over the school and developed it into the widely known and respected General Motors Institute.

Presented at:

Midwest Community College Leadership Program
The University of Michigan, July 13, 1965

The Association has continued its support of education over the years through special programs, scholarships, and substantial grants. In pursuit of its educational objectives, the I.M.A. in 1964, established the Vocational Service Department to provide vocational counseling and to act as liaison between education and industry.

We speak of counseling non-students---but possibly a more appropriate title would be "Counseling Yesterday's Student to Adjust to the World-of-Work Today and Tomorrow." We like to think of our organization as a vocational adjustment center, offering practical assistance to the people of our community in adapting successfully to the kinds of work existing in our area. In the process, we serve both the individual and society.

This is not a research paper, but rather a presentation of observations and activities covering a year of vocational counseling in a non-educational setting---counseling individuals who are full-time employees or seeking full-time employment.

Society tends to assume that by the time most people reach adulthood they will somehow find employment suited to their ability and interest. When this actually happens, it is only a comparatively rare and happy accident. In reality, the average person takes the job he can get---and most people are so conditioned that, when they have a choice, they will choose the job that pays best. Many people do not have a meaningful understanding of basic economics and the relationship between performance and pay. Even after years in the world-of-work, many still believe that a desk job does not involve a specific assignment, that it allows freedom to come and go, and that it is always better paid than the hourly-rate, production, or blue-collar job.

Similarly, many people do not understand the sound reasons for established standards of job qualifications---or they assume that the right contact will override such requirements. Below-average job seekers have little understanding of the preparation for an entrance job and its importance in developing satisfactory performance. Their need and desire is for something immediate. This does not mean that they cannot learn to accept the concept of delayed gratification, but that they do not see the need for this concept. To them, reality is only today.

The purpose of this presentation is to discuss the part vocational counseling can play in the guidance of the non-student. The first definition we need to establish is one to cover the term, "non-student." I am sure that each institution here represented has a number of people enrolled whom the staff would classify, at least by their performance, as non-students. But the ones we are discussing are: the non-college-bound person, the dropout, the under-employed worker, the employee in need of updating or upgrading, the woman returning to the labor force after her children are of school age, or the widow or divorcee who finds herself required to be breadwinner for her family.

For simplicity, we will use the term "non-student" for all out-of-school adults---those not currently associated with educational activities which provide guidance or structured assistance in determining occupational or educational adjustment.

The reasons a non-student has a need for vocational counseling are many. Some of the more frequent questions that come to our attention are: Am I capable of earning a high school diploma? What are the qualifications for certain occupations? For which occupation am I best fitted? How can I best become qualified for a certain occupation? What must I review before enrolling in a course or program? Why do others succeed? What are my aptitudes and abilities? How can I grow vocationally? What must I do to be considered for a promotion? Should my child go to college? What kind of work should my child consider?

The usual client is an average person with basic problems. Here is a sample case study. A 27-year old employee of one of the automotive plants was referred to our office by the plant training director. The individual, who had been employed for 7 years as a production worker, was interested in applying for an opening as an "Employee-In-Training." This is one of two programs in which an employee can earn a skilled trade rating by working for ten calendar years in an on-the-job training program. The other and more preferred way is the apprentice training program at each plant which is open to applicants between the ages of 18 and 26 inclusive, or employees until they are 41 years of age. An apprentice applicant must be a high school graduate with specified units in mathematics and science. As this individual had not completed high school, he thought the Employee-In-Training Program was the only possible route for him. The reason for the referral was to evaluate the individual's experience, accomplishments and growth potential, and to outline a program he could pursue. The evaluation indicated capacity to master a skilled trade. Because of his informal self-education since dropping out of school, he was advised to take three specified courses in mathematics and science and then take the General Educational Development Test. In this way, it would be possible for the employee to qualify for an apprenticeship in one year and become a skilled tradesman in 5 years rather than 10 or more years through the E.I.T. Program.

It is a fallacy to believe that vocational adjustment comes automatically with the high school diploma---or, as a matter of fact, the college degree. Too often the educational institution does not make a thoroughly realistic approach to the placement of its graduates. Of course, interviews with recruiting teams from business and industry are scheduled for college seniors and graduates. But lets go back to high school and take a look at the usual guidance program for the non-college-bound high school student. The college preparatory student has, for the most part, a fully prescribed curriculum with very few, if any, electives---just course selections such as which science or which language courses. The college preparatory student is provided counseling to make the proper selection, while the non-college bound is, at best, given a list of courses from which to elect. In a Michigan city rated to have one of the better counseling programs, a student doing unsatisfactory work is assigned to a special curriculum in which he is given a list of subjects and asked to elect his courses for the next semester. This list includes all subjects offered in three grades for non-college-bound students as well as in all subjects designated as required for the occupational curriculum.

Let us move on to the graduates. The college-bound are provided counseling as to how and when to apply for college, and which college to choose. In fact, the better students are recruited by the colleges so a number of students only have to select which college to attend. Later, when the student graduates from college, business, industry or education will again be there to recruit him. This type of student has not had the opportunity to make a truly independent decision, he has only made selections. During a part of the same period the average or below-average student seeking higher education has had to find a college that will accept him. At the same time, the non-college bound has had to determine the type of job he should seek and how and where to apply. He has to make a decision as to which job is the best entrance to his occupational goals. This, we ask of the individual who is classified as least capable.

This explanation has been presented to establish the background and problems of the non-student and to suggest the purpose of the counseling needed and provided. The problems of the non-student who reports for counseling are not the result of some one factor but of many. It is the objective to provide counseling that will aid the individual toward his vocational goals up to the limits of his capacities.

Counseling the non-student has a very definite advantage over counseling students. Many of those who report for counseling have already accepted the fact that they have a problem. Then, by asking for help, they have indicated that they are ready to accept counseling. Just think how effective the school counselor would be if a greater number of his students were at this receptive point. Necessity is not only the mother of invention---it is also the mother of motivation.

While we have this advantage with those who report for counseling the real problem with the non-student to sell him on the need of long-term concern for himself, recognizing that he alone holds the key to his future. Then, once he accepts this, we can move to convince him of the need and value of continuing education and training to keep abreast the technological growth of business and industry.

While there is not a standard format which can be used with all counselees, there are steps that must be followed. The approach and order are controlled by the individual and his response to counseling. The primary objective is to guide the individual to the successful adaption which will give him satisfaction in life through accomplishment and service.

The objective of the first session is to get acquainted and to develop mutual trust and respect between the counselor and counselee. Until this relationship is established there is little or no value in specific counseling. The next step is the evaluation of the factors which make up vocational potential. Because the individual respects tests more than his own experience and performance in school and on-the-job, it is desirable to administer a general aptitude test. The individual has to have something visible for which he has respect as a part of his evaluation. While many non-students have a fear of any type of testing, they do respect test results and school techniques. They have observed that their peers who were more successful in school are also more successful in job performance. Then as the test results are related to the counselees' record of past performance in school, job, or participation in non-vocational activities, he can more readily accept the indications and findings as facts. Other tools used in evaluation are: work evaluation (if necessary, by arranging a temporary test-job), and performance in assigned classes or training activities.

The undesirable personality factors and work habits which were acquired over a period of years hinder counseling and cannot always be set aside. The counselor concerns himself with the positive qualities of the individual--

abilities, capacities, and attitudes. By so doing, each step taken is a step forward. The initial steps are slow, but with guided effort the individual develops additional desirable factors which make it possible for the counselee to help himself compensate for some of the undesirable factors. If attention is called to the negative factors by trying to correct them by a direct approach, these factors become engraved in the mind of the counselee so that when he performs associated activities he first thinks of the negative factors. Then, as he trys to remember which is the correct step, he will become confused as to which is proper and perform as he most vividly remembers, which will too often be as of the negative factor.

Adjustments vary in nature and in degree. Every adjustment made will increase the individual's value to himself and society. The better the individual understands himself, the more he is likely to accept reality and his own responsibility for development of his potential. Confidence in himself must be restored before he can become an effective person. Man's purpose might be stated as the responsibility to emerge, to grow, to evolve and to expand one's own creative potentialities to their maximum. The Greek philosopher, Heraclitus, put it amusingly, "Man is on earth as in an egg. Now, one cannot go on forever being a good egg; he must either hatch or rot."

Many of the problems of the non-student result from his past conduct. The reason why the individual performed these acts or did not take advantage of opportunities is water under the bridge. The counseling objective is to encourage him to attempt to make the most of today and tomorrow.

Some problems on which the counselee needs guidance and reassurance are:

1. The lack of education and training. Before a counselor can refer a client to an employer or develop a vocational plan, he must know the applicant's educational and employment history. The individual is not going to change his school record or work record habits over night. It is necessary to review and discuss these records to assist the individual to understand himself as well as to determine qualifications for appropriate planning and referral. Because of unsuccessful past performance in learning situations, many counselees believe they are not capable of learning or of being trained. The counselor's method of approach and degree of counseling will vary with each counselee. The concern of the counselor is the capability of the counselee, the plan he should follow, the point at which he should return to an educational program, and the institution most appropriate for such instruction.
2. Lack of job-entrance qualifications. Requirements of employment are a mystery to many of the job seekers. They know neither where to apply or how to apply. The counseling procedure can often be rather direct for some counselees, guiding them to special group counseling activities and to employment agencies and plant employment offices. Although counselees may have great need for immediate employment, they should not be referred for placement until they have job entrance qualifications. Some know if they are qualified for a job or not, and if such an individual gets a job

for which he knows he is not qualified he takes all he can from the job knowing that he will be released at the end of the week anyway. The jobless individual has often had a number of unsatisfactory job experiences, and another job failure would leave him with less faith in himself. He has to learn that the right to a job must be earned.

3. Lack of job-getting skills. The jobless are often not sufficiently concerned with personal appearance and first impressions on employment interviewers. The counselor must use tact in pointing out that an applicant could improve his employment opportunities by taking more care with his appearance. If the counselor has gained the counselee's respect, he can point out the importance of maintaining the cooperation of employers by referring only qualified and presentable applicants. A number of capable individuals are jobless because of lack of interviewing skills. The counselor can assist the individual by helping him to understand his job skills better, giving him greater confidence when applying for a job, and teaching him basic job application techniques by having selected counselees referred for job application, then reporting their impressions of the counselees to the counselor. The counselee is not aware that the interview was not the real thing.

4. Anti-social impediments. One of the most disheartening individuals to counsel is the person with a police or prison record. The counselor and counselee should be aware of the problems that face such an applicant. Often such an individual has salable skills or

> could develop skills and make adjustment to the world-of-work. He must be encouraged to be accurate and honest in filling out the application and employment forms. Once it is discovered that he has falsefied application forms, he has little or no chance of continued employment with the firm. The counselee can be reassured that today's employers do not automatically reject an applicant because he has a prison record and that concealing this fact is more likely to be regarded adversely than revealing it would be. Other types of anti-social impediment problems include the person who has been discontented on every job, so that he has never held any job long enough to suggest that he would be a good prospect as a potential permanent employee to a new employer. Somewhat in the same category are those people who reasons for termination of previous jobs indicate a history of controversy with previous employers.

This takes us into the vital field of attitudes. While a counselor cannot hope to transform an applicant's total pattern of attitudes toward jobs, employers, and the economic system in a few brief interviews, he can suggest that attitude is of critical importance in getting and keeping jobs---and thus, perhaps, motivate in terms of the applicant's self-interest the development of more constructive attitudes.

In all cases it is most important for the counselor to be realistic. Under no conditions should he build false hopes within the counselee or make promises that cannot be fulfilled. While the method and procedure is of great importance, in adult counseling the counselor should primarily be concerned with what can be done and what is done.

Counseling is a highly personalized service and is the hub of an adjustment center. Vocational counseling aids the individual to inventory his assets and liabilities and to translate that inventory to a positive program of accomplishment. He will be assisted in acquiring a greater understanding of his vocational potential and the opportunities in his community. He will be guided in developing a specific and practical plan to make the necessary adjustments to benefit from those opportunities.

When an individual finds something exciting he comes out of his shell and becomes a new person. By getting the individual excited about himself he will become enthusiastic about his future, and before long he will start developing that confidence that comes with proper participation.

Perhaps there is no finer statement of the human purpose and social function of counseling than this one made recently by Mr. C. H. Greenewalt, Chairman of the Board for E. I. DuPont de Nemours & Company: "A free society depends upon broad guidelines to permit the greatest possible range for the implementation of human talents and it is the talent of the common man that remains the basic strength of America....Only by freeing the creative potential of all individuals will social institutions encourage the common men to perform uncommon deeds."

To return from that noble concept to its very practical implementation, how can any community best approach initiation of a vocational counseling service?

The goal of vocational counseling is people in jobs. In any community, it is the employers who provide the jobs---and therefore the local employers' association is the key organization to a realistic approach to vocational counseling. As mentioned in the introduction to these comments, it was the employers' association of Flint---by name, the Manufacturers' Association of Flint, made up of companies that provide most of the community's jobs---which originally created the Industrial Mutual Association and which continues to make its program and activities possible. In any community, the local employers' association should be deeply involved in the creation and operation of a vocational adjustment service. Its members are the source of information on employment needs, opportunities, and qualifications. This is a rare opportunity to establish liaison between the employer and education. How better can understanding and cooperation be developed than through joint participation in a common activity of interest and importance to both? Just as colleges are increasingly aware of community responsibility to those who are not formally enrolled in their classes, industry is increasingly aware of community relations in the cities where plants are located. Actually, this provides an unparalled opportunity for a vocational counseling service to create a vital relationship between industry and education---to the great advantage of both.

Certainly guidance is adjustment, and adjustment is a learning process; thus, it is appropriate for an educational institution to be concerned with adult guidance services. Ideally, such an adult adjustment center can be the core of an adult education program, the perfect beginning point at which the aspirations of local adults and their needs and interests can be fulfilled by classes presented specifically to meet those needs and interests.

If an effective adult education program already exists in a community, it can become more significant and meaningful both for the individuals and the community by being related closely to vocational service activities. Guidance is part of maximum utilization of adult education, of course.

A vocational guidance adjustment center for adults has the chance to coordinate local resources to a remarkable degree: After all, the employers, the educational institutions, and the people of a community are its major resources, and a vocational adjustment center is the most effective way to bring these three together to the advantage of all.

ADMISSION TO THE UNIVERSITY:
POLICY, PROCEDURE, & PROGRESS OF PRACTICE (ARTICULATION)

Ralph W. Banfield
Assistant to the Director
Office of Admissions
University of Michigan

TRANSFER ADMISSION TO THE UNIVERSITY

In discussing admission to the University it may well be worth our time to reminisce a little and find out how far we've come in admitting procedures and a little about the road ahead. In most of our lifetimes, we have seen three stages: (1) come one, come all; (2) come when prepared; and (3) try to get in!! While during these stages admission function has changed from that of a recording mechanic, done by clerical help to the present organization which includes many academic persons whose head (administrator) has tremendous responsibility and power and usually is in an executive position in the college community. Most of this stemming from the pressures of increased numbers.

In light of the above I would, therefore, feel that the following remarks should deal with our present policies, procedures, and plans in order to give you a little more insight in the complexities that Junior College administrators can expect to encounter in the future.

Let me then start out by my explanation of our situation, and may I hasten to add that we are not unique in this function. (Plan)

Policies and Procedures

General Policies: The University of Michigan welcomes applications from qualified students who wish to transfer with advanced standing from other colleges and universities. It is possible to complete a substantial part of most undergraduate programs of studies in junior or community colleges or in other colleges and universities before transferring to the university. Approximately 2,000 undergraduate transfer students enter each year. The university is prepared to help students interested in transfer and welcomes requests for these services.

The admission of transfer students is on a selective basis. To be admitted students must be qualified to carry their chosen programs of studies and must have been successful in their previous studies. Students not prepared to carry successfully regular courses and normal programs of study are not admitted.

As a state-supported institution the university admits all qualified applicants who are residents of the state of Michigan to the limit of its facilities. Among applicants from outside the state of Michigan some preference is given to well-qualified children of alumni. Admission of transfer students to the various schools and colleges of the University depends on the availability of facilities in each unit. In University schools and colleges which do not have sufficient facilities to accept all qualified applicants admission becomes competitive, and priority is given to the best-qualified applicants.

Applicants are expected to have completed distribution course work approximately equal to that completed by regular students in the college at the same stage of progress toward the degree. Preference will be given applicatns who have junior standing.

Applicants from Michigan community and junior colleges will be given preference if they have Associate in Arts or Associate in Science degrees and the recommendations of their college deans.

Requirements for Admission of Transfer Students

General Requirements: Applicants for admission must be in good academic and personal standing in the last college or university attended. There is no provision for admitting new students on probation.

Specific Requirements: Since each of the thirteen (13) undergraduate schools and colleges offer instruction in a different and distinct field of study, the specific requirements for admission vary according to the purpose of each unit. Most programs of study have specific course requirements which must be completed before the student can be approved to concentrate or major in those programs.

If the student wishes to transfer credits for work taken in other colleges toward the graduation requirements in the University, he should familiarize himself with the program of studies he wishes to follow and plan his elections in his preceding institution accordingly.

Qualitative Standards

In evaluating the transfer student's application for admission, the University takes into account his total record in high school and college, the accreditation and general quality of the institutions he attended, his potential for academic endeavors, and his readiness as a person to fit successfully into the student body.

Each applicant is considered individually in relation to his chosen field of studies and the demands which such studies will make upon him. In certain fields, such as music, special kinds of specific preparation are imperative. Students whose high school record would not have qualified them for admission as freshmen are required to establish especially strong academic records in a couple years of college work before they will be accepted as transfer students. The major criterion used in evaluating an applicant for admission is the quality of his previous achievement. There is no minimum grade-point average which in itself assures the student of admission. All new transfer students are expected to compare favorably with the students already enrolled in the university.

Transfer of Credits

Evaluation of transfer credits is flexible provided the courses to be transferred were taken in accredited colleges and universities, fit appropriately into the student's chosen program of studies in the University, and were completed with grades of C or better. There are a few restrictions on the acceptance of some kinds of credits. For example, the College of Literature, Science, and the Arts does not grant transfer credit for courses in agriculture, secretarial training, home economics, physical education, or doctrinal courses in religion. Other units have somewhat similar restrictions.

Transfer students sometimes find that transferred credits do not correspond exactly to those of the courses offered by this college. In this circumstance students should consult their faculty conselor after their credits have been fully evaluated. Adjustments may be made if the courses taken at institutions previously attended satisfy the spirit of the Michigan requirement.

Transfer of Professional Courses: Professional courses in such fields as architecture, art dental hygiene, design, engineering, music, nursing, and pharmacy usually cannot be evaluated until the student is on campus.

Transfer of Grades: Acceptable course credits earned in previous institutions are recorded on the student's academic record at the University of Michigan, but grades earned in those courses are not transferred or recorded. This system assumes that the student's original transcripts will carry his previous academic record adequately and avoids mixing the grades previously earned with grades earned at the University. Thus only the grades earned in the University are used in computing the honor-point average of work completed in residence here.

This statement should in no way be taken to mean that previous courses or grades are not of equal importance with work completed in residence. It means simply that the transcript of each institution which the student attended constitutes the basic record of his academic achievement.

Articulation

Now that I have explained and discussed most of our procedures, plans, and policies, I think it appropriate too that we discuss articulation in other words, ways and means of better implementing and gathering of information so that the students may properly and appropriately transfer from one institution to another.

Let's start out by first naming the basic information needed by the two year colleges, and let me hasten to add these needs are sometimes just as valid to the four year institution. This list would include: (1) cost of attending the college/university, (2) entrance requirements, (3) means of payment (scholarship loans, job), (4) records of previous students (transcript, reports), (5) cross descriptions of courses, (6) direct contact with at least one person in the four year institution.

You can see at a glance that the above list could only be obtained by articulation of large magnitudes. But in Michigan it has to a degree been working, via the following functional processes: annual visitation by the four year institution to the two year institution; annual visits by the two year institutions to the four year institution - (interview former students, visit with faculty and student personnel and an annual workshop of personnel from all two and four year institutions to discuss mutual and individual problems).

While all of the above may not be implemented at this time or even at any one period, I would say that these or some like methods of articulation must be utilized if we are going to satisfy the needs of the two year college graduate who is planning to transfer to a four year college or university.

"RESEARCH AND THE JUNIOR COLLEGE STUDENT PERSONNEL PROGRAM"

Donald P. Hoyt
Coordinator, Research Service
American College Testing Program
Iowa City, Iowa

I think it might be fair to give you a notion of how I intend to organize my remarks. I want to talk a little bit first about the rationale for research in these programs, then about the nature of researchable problems, then give you a few examples of what I would consider to be researchable problems in this setting. I'll talk briefly some of the obstacles to performing research in this area and conclude with some ways and means by which I think these obstacles can be realistically met.

Rationale

First, with respect to the rationale for research in junior college student personnel programs, it seems important to ask, "What is the purpose of research generally." Most scientists consider research to be important to understand the laws of nature and to use this understanding for prediction or control. I prefer a homey translation of that--we need research to get some facts and to act upon them. I'm sometimes accused of saying that without research we won't survive; I don't mean that; we will. Society can survive without it and in fact did for a large number of years. But, research-based knowledge has led to most of the major advances in all areas of knowledge, and particularly in the biological and physical sciences. Without research it seems likely that our physicians would still be blood-letting, a research-proved ineffective therapeutic technique. It seems unlikely that our surgeons would be scrubbing before operating; they would be repeating the errors of their forefathers without the benefit of scientific research. Life would go on and physicians would still be welcomed to society much as educators are today. We aren't going to die as educators even if we continued to bungle along without research evidence, but our major advances are going to depend upon research-based knowledge because this knowledge represents verifiable facts, dependable truths, upon which we can base decisions, make plans, and develop programs.

In education, as in other enterprises, we can make these decisions and plans on alternative bases. Again we don't need research. For example, we can base such plans on capricious judgment, or on considered judgment, or on prejudice or bias.

I won't talk much about these. I will acknowledge that there is some difference between capricious and considered judgment. (Frequently, from the point of view of the receiver of the judgment, the difference is in whether he won or not.) Judgments which are based upon hunches, intuitions, or seemingly random behavior I consider to be capricious. Considered judgment is most likely reflected in some sort of committee vote where everyone has thought it over carefully (and you probably end up with an "average" decision).

Or prejudice, which is sometimes called philosophy, can be a basis for making plans or decisions or designing programs. Prejudice or philosophy operates on a somewhat different basis than does either capricious or considered judgment. An example of a philosophical belief governing decisions of this sort might be this: that the culturally deprived student deserves his chance at higher education. This sort of philosophical commitment can lead to endless efforts of providing such programs and the fact (I'm not taking this as a fact but only as an hypothesized fact that research might show) that effective higher education simply does not occur with culturally deprived students is of little importance in guiding future efforts. The philosophical belief in their right to such opportunities guides the decision--not research.

As such prejudice or bias or as such philosophical positions can set important limits on the roles of research and on the nature of research questions. One school may prefer to operate on a bias that says, "We should be doing those things which we can do well, and we should depend upon research to establish for us what these things are: that defines the basis for our program." An alternatively philosophical bias might say, "We must do these things--we must develop community-minded citizens, for example, or people with high integrity or people who are creative," or people who display some other value (usually of the middle class). That philosophy governs them not only the direction of the program but sets very definite limits on the type and nature of research that can be done in that program. Many of us who are considered skeptics in the field have been accused of calling this the alchemist approach to higher education. We do that because we have the bias that such searches frequently will be as productive as the alchemist's search for the method of changing lead into gold.

Whether research belongs in a junior college student personnel program or not depends in large part upon how the junior college president and dean feel about these alternatives. To the extent that the president and dean are commited to capricious, seat of the pants judgment as a basis for operating a program; or considered judgment rendered by a committee; or philosophical judgment (look at what the catalog says and do that); to that extent there is really no place for research in such a program. If, however, these governing administrators feel uncomfortable without the basic facts which research supplies, then I think there definitely is an important role for research to play in the junior colleges.

Let's assume that we have such a situation, that is, that facts are wanted. Now, what sorts of facts do we need? The major point I need to make now is that in education our central concern, regardless of what it might seem like in our office from day to day, is the student. It's facts about the student that are most important because our reason for being, our real reason for existing, is that society has asked us to make certain changes in this student--to manipulate him in some grand design that society endorses. More felicitously I might say we are charged with the responsibility of facilitating his growth and development; I think it boils down to the same thing. We're supposed to manipulate him in some way so that he is a different person and conforms more closely with what our society has come to believe is a "good" person. To do this we must know him well, we must know what his potentials are--the sorts of things that he can do; what his drives are--the sorts of things that he can get energy for; what his interests are--the directions that he might want to devote those energies; and what special sorts of environmental circumstances nourish or inhibit these drives, capacities, and interests. This is an immense order and I have sometimes said that it can be used to explain the confusion in higher education today.

I hope that the confusion itself is not going to be a debatable issue. I haven't run into many educators who aren't able and willing to admit that that is an established fact. Without it, again, there would be no need for research. But if the absence of facts is apparent and there is a bonafide dissatisfaction with this state of affairs, you might ask the question, "Why talk about research located in student personnel programs in junior colleges?"

I think the answer to this has to go back to the point I just made that our central concern is the student. Then we need to realize first that student personnel workers are probably the only ones on the campus who see as their special area of interest the college student. Psychologists presumably are students of human behavior, but unless your psychologists are much different than ours, they know more about rats than they do about college students. The college student personnel worker has made a study of college students. He doesn't know a lot about them but he probably knows more than anyone else on your campus.

Second, the student personnel worker's contacts with students permit him to gain a perception of the student as an individual which is not available to the ordinary faculty member or administrator. Faculty members don't like to hear that. They like to feel they know students well, but they forget what it was like when they were in school and it's not much different now. Most of us were quite different people in the classroom than we were outside the classroom. You learn from kindergarten on up to play special roles in the classroom and to play different roles in "real life." The college student personnel person is much more likely to get a glimpse of the student as a total functioning individual than is the college professor simply because the college professor has very limited information to go on.

Thirdly, college student personnel workers frequently have at least minimal training in educational research.

Fourthly, they're free, relatively speaking, from departmental alignments. They don't have to be aligned with psychology, or sociology or English. As such they are in a stronger psychological position to have something of the big picture---to recognize that what goes on in the total life of the student. As such they will have less provincial concerns than will a person whose affiliation is with an academic department.

What I've just said does have dangers and I want to call your attention to one---a danger in specialization in student personnel as such. It has been my observation that since we have been able to produce better trained specialists in student personnel (and we have in the past few years been able to turn out people whose academic background is in this specialty) we've fallen into the specialization trap all too frequently, so that the specialists come to see their work as being quite different from that of everyone else---their own special province. I've even seen trained counselors angry because a faculty member sat down and talked with a student about his problems saying, "That's counseling, and no one should do this but me." This type of provincialism is one of the great dangers of specialization and one of the big reasons why I am not so keen on a very precise separation of student personnel services and the rest of the educational enterprise.

In summary, I've tried to point out that the rationale is this. We need facts for decision making, planning, for program design. The most relevant facts are facts about the student and student personnel workers are perhaps better suited than most to get such facts.

Nature of Researchable Problems

Let me spend a few minutes talking about the nature of researchable problems in this area. I've got five rules about what makes a researchable problem.

First of all, the problem should be important and, in principle, solvable. You'd be surprised how many problems get eliminated on the basis of this one small requirement. The problem should not be so trivial as, "Where do we put the date of birth on the admissions form?" or "Are women's interests different than men's?" Nor should it be so complex and unanswerable as, "Is man's nature basically good or evil?"

or, "Do blonds really have more fun?" Some common sense has to be employed to make a judgment as to whether you are dealing with an important problem and whether or not, in principle, it is solvable. I hope we're beyond the point of wondering how many angels can dance on the end of a pin.

Second, answers should not already be available. It's a little disconcerting sometimes to run into the rare person on a college campus who really wants to do some useful research and to discover that he doesn't know what has been done and so he'll suggest the same old problems which other people have already handled quite well. Enough research has been done in many areas that there is little point in pursuing it further. We don't need to know, for example, whether it is worthwhile to develop homogeneous sections in English; it is extremely well established and another study of that sort would make me sick. It would be a waste of time. We don't need any more studies on whether part time work affects grade point average. We've got 50 or 60 studies of that sort now and they are extremely consistent. The same can be said about the type of residence that a student lives in and what sort of grades he gets. Nor do we need any more research, as a final ridiculous example, on whether or not students have needs which merit counseling attention.

We need people who do know the literature and who have some judgment on whether or not the findings from the literature will likely generalize locally. Not all of them will. Sometimes you get findings that are inconsistent; you have a very good rationale then for repeating such a study on the local campus. But in the areas that I've talked about, here it is nonsense to do one more study.

Thirdly, a problem may be a researchable problem if reason or logic leaves one perplexed. It is impossible to research everything. There are many many instances where we're going to have to use logic and common sense and many instances where I think it would be a waste of time to go ahead and research because the answer seems obvious to anyone with good judgment. For example, if you discover that a serious barrier to attendance at a given college is a financial one, we don't need research to establish the fact that we ought to work on establishing more scholarships, a firmer loan program, and more part time job activities on that campus. It could be researched; you could spend time determining whether that would be helpful. Well, of course, these steps would be helpful; your common sense and logic tells you that and there is no point in getting into a problem of that nature. On the other hand, if you have a question like, "How can we develop scientific curiosity among our most able science majors," you may be perplexed by various alternatives. Someone says "Independent study" and someone else says "Honors seminars" and someone else says "Make them research assistants" and someone else says "None of those things are any good; our straight laboratory-lecture program is best." Reason doesn't solve the problem; it simply promotes the bias's. Now you do have a researchable problem in the sense that reason has left you perplexed.

Fourthly, necessary measures must be available. Some years ago Thorndike handed down a dictum that said, "Anything that exists, exists in some amount and can therefore be measured." It is a good dictum which we can all subscribe to; but in the practical sense there is one heck of a lot that we can't measure affectively yet. They would make possible some very nice research projects if we could measure them; but, lacking proper measures, it's a waste of time to spend very much time fussing with them. There are many traits, mostly of a personality or a value type or of complex intellectual characteristics, which are still extremely frustrating to the measurement specialist. How do we measure "integrity," for example? When a person worries about many of the objectives of higher education he gets into measurement problems of this sort. I would say if you wanted to see whether your program had an affect on integrity or not, that's a research problem you'll have to postpone. It is not a researchable problem at the moment because no one knows how to measure integrity. We've got problems with other important variables like emotional maturity, problem solving skills, and creative or imaginative thinking, all of which give us fits and all of which are pretty important in higher education.

I don't mean to be totally discouraging. We've made a lot of progress in the last few years in many of these "non-intellectual" areas. When you look at the work that has been done at Berkeley on the Omnibus Personality Inventory, work done right here at Michigan on the OAIS, the work that ETS has done on the College Student Questionnaires, some of the work that John Holland has done on measuring creative performance, we've got a lot to go on; we're making big strides. But don't think that everything that is important can now be measured. It can't be, and if you're interested in doing research you should know what can and what can't.

Finally, there are a number of situational considerations which determine whether you have researchable problem or not. Can it be done in my life time? I think that's a decent question. Many of the most eloquent research projects will probably take 100 or 200 years; I consider those not researchable problems, not for me anyway, and I don't think for anyone who wants to get something done.

Can we afford it? There are a few projects that if you had four or five million dollars you could do a bang up job on. But the four or five million dollars is not readily available very often.

And there are situational considerations regarding competency. You can't do everything, you have to know what your own limits are, every person has to do that. There are research problems which I can handle and there are research problems I can't handle and everyone has to make a judgment with respect to that.

In summary, a research approach to facts should be considered only under certain circumstances: when the nature of the problem is right, when the amount of previous research doesn't already give an answer, when there is ambiguity in reasoned guesses regarding the answers, when appropriate measures are available, and when there are a set of favorable situational factors. It is a waste to consider research unless these conditions hold. If they do hold it is a crime to neglect the research opportunity.

Examples

I'll give you now a few examples of researchable problems. I didn't want to put this in really, but people keep telling me that they like to hear researchable problems. I think it is very boring to list such problems and a little bit presumptious; I believe good research problems are problems which you have on your campus which you want solved. Your problems are not going to be the same as my problems or your next door neighbor's problems. Some of them are, but a lot of them aren't. I'll give you a brief idea of what I consider common researchable problems. If you want a longer list, I put one in a paper I wrote for Max Raines' study.

First, the effectiveness of special programs on, let's say, scholastic achievement. What happens if you institute a study-skills program? Do the students who take it actually improve in scholastic achievement? What happens when you introduce an honors program? What happens when you do any sort of manipulation in your curriculum? Are students better off for it? You can use grade point averages to measure whether they are better off. I don't like it for a lot of reasons, but no one has come up with an alternative which has such widespread acceptance. So you might as well take that as your measure of whether you're doing any good or not. That's one type of researchable problem, and a very important type.

A second type---differentiating the characteristics of the attrition and the persistence groups on your campus. You've all got the high drop out problem. We know from previous research that scholastic ability accounts for a portion of the drop-outs, but very few. Probably at the outside 20 percent of the drop-outs can be accounted for by limited scholastic ability. There's a lot of room to maneuver yet. What's different about these two animals---the guy that sticks with us and the guy that leaves?

A third type of researchable problem has to do with following up graduates of your institution. What do they do? What do employers see as their strong and weak points and how do the graduates react to their preparation and various elements of it? I want to say that I consider that important, because I think that we're preparing people for the future and a large part of that future is vocation; not all of it, but a large and important part. Employers give every indication that they are anxious to feed back to an institution what they see as the strong and weak points of the graduates of that institution. This type of study is easily done, inexpensive, and very worthwhile. I think it helps institutions avoid the accusations that students so frequently make of them that they are providing preparation for the best of all non-existent worlds.

A final example---I call this, "What do students think?" What I have in mind here is an opinion poll---it can be called a research poll---on current educational issues and campus issues to get a pulse of student's feeling, thinking, and concerns. This is not to let the students run the show or the program and that should be made perfectly clear to them. It is to help the administrator and the students' teachers know what sort of obstacles they've got to overcome, what sorts of people they are dealing with. This little public opinion poll can be run on a monthly basis, a postcard poll, which will cost only a few dollars every month and provides extremely useful research information of the nature of the animal you deal with.

I want to stress again in closing this section that the most important researchable problems must be locally identified and reflect local circumstances. I really don't like lists, this sort of thing is all right, it gives you a few ideas of what people are doing, but if you're going to do worthwhile research, you don't copy what someone else is doing. You find out what your questions are and you go and find the answers to them. Your questions and your answers will both be different.

Obstacles to Research

The most important obstacle to research in junior college student personnel programs and elsewhere that I have been able to discover is an attitudinal obstacle. The attitude of administrators frequently, it seems to me, is that research is done as kind of a game. It is something the faculty and staff play at and they seem to enjoy it and get some intellectual kicks from it. Let them go ahead and do that, but let's keep it separate, for heaven's sakes, from anything that really happens on the campus. Researchers, on the other hand, frequently consider it a deadly serious game, but for all the wrong reasons. They define their research topics in terms of, "What would be publishable? What could I get a grant for? Where would I enhance my reputation?" and they forget to notice what the important problems are which research might resolve.

Well, I'm mad at both administrators and researchers then; I think that frequently they both have the wrong attitudes. I'll give an illustration or two.

A fellow on our campus did a good, outstanding study on faculty advising in the liberal arts office. He dealt strictly with probationary students who had what appeared to be reasonable scholastic ability. He had a rather complex design but the main part of it involved calling the kids in and giving them, essentially, a kick in the seat of the pants. It wasn't quite that; but he'd chew them out a little bit, tell them that they were in trouble, tell them that he wanted to help them if he could, but that if they don't shape up, they're going to be shipping out, and that he hoped they could make it. If you do that for an hour he found out that you salvage an awful lot of them---a significantly greater proportion of them than of a control group of like characteristics who don't get called in. It takes an hour to talk with them, but it may make one whale of a difference in a kid's life. The man who did the study got a Ph.D. but our students don't get this kind of advisement. That was the end of the program.

Smith did a similar thing at Kentucky. He got his degree also. He found out that if you put new freshmen in small groups and get them together once-in-awhile to shoot the breeze with a faculty person who has a chance to demonstrate that someone is interested in them and wondering what they're doing---not to tell them how to study or kick them in the seat of the pants; just talk a little bit and be friendly---he found that if you do that the first semester the attrition rate in such groups is markedly lower than in groups that don't get treatment of that sort. That program died too as soon as he got his degree.

A fellow I know did a study on the effectiveness of study skills advising in the dormitory. There had been a study-skills program in the dormitory for years because student personnel books say you're supposed to. This fellow had the idea that the program ought to be evaluated. He did a very careful evaluation on the effectiveness of the study-skills program in the dormitories, and found that there was really no difference between those who were subjected to it and those who weren't. The slight difference in the two groups was in favor of those who didn't have it. But that same program is still in existence. Now you can see why I have a certain amount of hostility toward people who consider research a game. I consider research as being a basis for making decisions.

There are other obstacles but the attitudinal one is by far the most important. There are obstacles in terms of personnel skills. You won't get much research done on a campus if you don't have any researchers. In short what I am saying is that if nobody knows how or if nobody has an idea then, no matter how friendly everyone is to research, nothing is going to happen.

Third, you can't get much done unless you have some sort of comprehensive assessment program. The student is our subject; if all you know about him is his scholastic aptitude or his general intelligence you will not get much research done. He is a lot more than that and in fact that particular statistic seems to have relevance for very little outside of what does his grade point average look like. Unless you have some means of making a broad assessment of your students you will not get much good research done on your campus. The other side of the coin is even more difficult. Measuring what happens to students is an even tougher problem than providing a good initial assessment. Right now, what do we have? Grade point average from the transcript. It's a wonderful device because it's objective and we can predict it, but there seems to be an increasing amount of evidence that it is a pretty limited device. You might have had a chance to read the recent study that Holland and Richards did---it's only one of a series of studies of this sort---which shows essentially that achievement as measured by a grade point average is really independent of other types of socially valued performances. Holland's and Richard's study concerned itself with measures of non-classroom performance in traditional academic areas. They had, for example, a measure of scientific achievement. But that was not chemistry grades, it was, "Has the guy completed a research project on his own? Has he invented a patentable device? He has been employed as a research assistant as an undergraduate? etc." The number of achievements in the science area but outside the science classroom were recorded. Science grades correlate zero with these achievements. People often interpret that as though they correlated negatively. It isn't that the A student has very few achievements; it's that he has no more achievements than the C student does.

I did a recent review which I haven't got finished yet, but I can tell you about it. It's a review of some 50 studies which have asked the question, "What does college GPA predict?" In the work that we do, I am used to the question, "How can we predict college GPA?," but this one's turned around. I'd like to spend a couple of hours with you reviewing these studies, but I'll summarize them in two words: "Not much." Further, the better the study, the more elaborate it is, the more carefully it constructs post college criteria, the lower the relationships. They seem to be practically zero when the study is really well done. I use that as an illustration of the fact that if we don't have some better ways of measuring success on a campus, we have an important obstacle to research.

There is a final obstacle which I'll mention and that is money. Research and counseling, teaching, administering, and typing letters have that in common---they take money. Research doesn't take as much money as people think, and it takes less money every year because of these wonderful data processing installations that we have, but it seems nutty to me, from my personal "unbiased" viewpoint, that a junior college of 1,000 students wouldn't have at least one full time man in research to help them get facts to govern their program and to make that program effective. At least one full time person, one clerk, and an operating budget of $1,000.

Ways and Means of Overcoming Obstacles

The first one, obviously, is to get someone on your campus who knows something. Hire a knowledgeable person---a person who knows what's going on, what has gone on, and can interpret what has gone on so that they'll know what is solved already and what needs to be solved on a particular campus, a person who doesn't have to be told what the Medsker-Knoell study was or what Max Raines did or what his findings were with respect to the effectiveness of the various programs and the staffing requirements therein. A man who knows something about the Richards-Rands' studies of junior college descriptions, who is familiar with the College Student Questionnaires that ETS has put out and knows what sorts of comprehensive appraisals those devices provide them. An administrator must have someone around that knows something about the research that has and is being done or nothing is going to happen in the way of research.

That requirement gets misinterpreted and can be badly misapplied. There has to be careful differentiation made between research and statistical skills. Some of the worst researchers in the world are the best statistical workers and conversely some of the best research have practically no statistical skill. The two are frequently confused and this is very unfortunate. In research, I would say, the computational aspect is by far the least important. We can't have useful research without useful ideas. You can get machines to do the computations and, in contrast to a very interesting noon presentation which showed the elegance of computer technology, many of the problems we've got to deal with can be handled by adding some figures and dividing them by N. There are a large number of very important research problems where, if we knew simple percentages, we'd have them solved. I'm not at all worried about the computational aspect, but I am worried about a tendency for people to feel that they can't do research unless they're statisticians and know all the computational ins and outs. Useful research ideas come from knowledgeable and devoted staff who know and admit what they don't know and who don't like that. That can be in English or in art or in chemistry or in student personnel work.

The third ways and means has to do with the provision of a minimal staff and budget. I've already outlined what I think that is.

The fourth one has to do with realizing the advantages and economics of cooperative research. I mentioned in this paper that I wrote for Max Raines that I thought there ought to be some central agency for supplying research services to junior colleges, taking care of three things: 1) data processing, because most of you can't afford a 7094 (you're lucky if you can get a 1401), 2) instrumentation; it takes work to develop these instruments to provide these broad assessments, and if you work together on it you can afford it, but if you've got to do it alone, you can't, and, 3) research specialists or consultants who can come out and handle the technical problems of design, computation, and interpreting the results for you. Cooperative research makes this possible, whereas, you may not be able to afford on your own campus a specialist who has those particular proclivities.

I didn't come all the way from Iowa City to avoid mentioning the American College Testing Program. I'll mention it because I think that it provides another alternative---another type of cooperative research---which participating schools can take advantage of. Most of you may not realize that at this time, now, schools in this particular program are able to get rather complex reports of predictive validity so that they can know for each of several groups on their campus what the probabilities are of making it in this course, that course, etc., based upon experience at that campus. They can get a classification service which will help them differentiate meaningful types of students; for example, students who successfully graduated in this curriculum versus those who started in this curriculum and didn't graduate. Or students who get in disciplinary trouble and students who don't get into disciplinary trouble. Or the persistence-attrition dichotomy which we talked about earlier. And they can get a comprehensive profile of their entering class which includes an assessment of the characteristics of the class, not only their academic potentials but their non-academic achievements, their goals, their aspirations, some of their interests, some of their socio-economic status---an extremely comprehensive profile. This amounts to a free institutional research program for any participating college in that program. I'll be halfway fair; the College Board, if you have preferences in those directions, has a validation service at this time, also free of charge. It parallels the predictive services which are now offered by ACT. The point really is that an awful lot of research can now be done by the least affluent junior college if they'll take advantage of opportunities already existing. For those who prefer not or cannot I would strongly urge that they investigate other cooperative possibilities perhaps through the AAJC.

In summary, I've tried to suggest that, given certain educational philosophies, there is an important research role for junior college student personnel workers to play. When this role is played properly---

when researchable problems are studied in an atmosphere which nourishes facts as a major basis for decision---the contribution to the educational enterprise can be substantial. Present circumstances make it possible for nearly every junior college to realize the advantages of an institutional research program if attitudinal roadblocks can be removed.

EVALUATION OF STUDENT ACHIEVEMENT:

MEMO TO THE FACULTY

Benno G. Fricke, Chief
Evaluation and Examinations Division

This Memo was prepared originally for the faculty of the University of Michigan. It provided the basis for comments made by Dr. Fricke during the Institute.

At least two separate aspects need to be taken into account by instructors when thinking about the evaluation of achievement. One is the instructor's assessment of how much each student in his class has learned; the other has to do with the grade the instructor gives to each student.

It seems to me that evidence collected locally and nationally indicates that an instructor usually does a good job of identifying the most and least proficient students in his class. Although use of alternate or improved assessment devices and procedures would occasionally make significant changes in the rank-order of some students, there is reason to believe that, in general, students in a particular class would be ranked similarly by different but equally qualified instructors. With relatively few exceptions the best students in each class receive the highest grades, and the poorest students in each class receive the lowest grades which are given. This fortunate state of affairs, however, is not all that matters.

The grades assigned by different instructors tend not to be anchored sufficiently in the performance and quality of the students. Even though two instructors may be in very close agreement in their assessment of the achievement of students in a class, one instructor might give a grade of A to the top two per cent of students, and the other instructor might give an A to the top 32 per cent. Such inconsistency in grading practices is a serious source of error in the evaluation of student accomplishment. Until something is done about this grading problem, the validity of a student's transcript will not be affected very much by improvements made in the assessment devices and procedures used by instructors. Perhaps a University-wide committee on grading standards should be formed to consider the problem.

Before proposing a means whereby it may be possible for an instructor to remove himself from excessive personal involvement in the second aspect of the evaluation process (grading), I should like to make a few comments on what seem to be misconceptions in the assessment and grading of achievement.

First Misconception

Objective tests and essay exams differ markedly in their validity and utility for assessing achievement. Typically, those who are trained in assessment procedures are strong advocates of tests which can be scored by a stencil or a scoring machine. Perhaps a majority of faculty members are convinced that the only true test of proficiency is a written answer appraised by an expert. The available evidence suggests that the objective and essay devices can and do measure quite similar phenomena and that most students who perform well on one will perform well on the other.

It should be added that this similarity in function has even been found in the assessment of ability to write. Studies sponsored by the College Entrance Examination Board have, on occasion, shown that scores from an objective multiple choice test of English composition correlate somewhat better than do typical essay test ratings with a good criterion of writing ability (obtained from a long essay examination carefully graded by several well-trained essay evaluators); on other occasions Board studies have shown the objective test to have somewhat poorer validity than the essay test. The Board studies have recently led to using information from both objective and essay tests in the belief that a combination is superior. The best way of assessing the ability to write is not yet clear.

It is clear, though, that for most practical purposes the difference in results from objective and essay tests is not great. At any rate, in terms of demonstrated merit for assessment purposes, I could not make a strong case for either one. This is not to say that all objective tests are about as good as all essay tests. There are very good and very poor tests of both types.

Factors other than validity should probably determine whether objective or essay tests are used. Frankly, one of the main factors, in my view, is the amount of work and time required of the instructor. In general, satisfactory objective tests are difficult to construct and easy to grade, and essay tests are easy to construct and difficult to grade. My advice: if you have fewer than about 20 students in your class give mainly essay tests; if you have more than about 40 students give mainly objective tests.

Second Misconception

The weight given to different parts of a test or course is determined by the number of points assigned to them. Frequently students are told how much each part of an examination will count, e.g., "the first question is worth 15 points," or how much the term paper, laboratory work, midterm, or final examination will contribute to the total number of points or the grade in the course.

Rarely, if ever, are the weights which are announced the weights which are actually used. This is because the points for the components are usually added to obtain a total for each student; simple addition weights the parts according to the variability or spread of points for each part. The surprise expressed by a student on seeing his position in a distribution of total points for a course is often due to his very poor or very good performance on the part which has the most "spread"; it matters little that his performance was about average on parts which were supposed to count 80 per cent. Although there are statistical procedures for checking accurately the effective weights, a fairly good indication can be obtained by comparing the range of points on each part -- the one with the greatest spread counts the most, and the part with the least spread counts the least.

Space does not permit an example to be given here but an interesting one is described by Lacey. He also presents a method for achieving the nominal weights an instructor desires. Probably a simpler one, for small classes at least, is to rank students on each part separately and then multiply each student's rank by the weight each part should have.

Fortunately, since points or scores from different components of a test or course almost always correlate appreciably with each other, the assessment error resulting from use of undesired or unknown weights is not often serious (i.e., good students generally do well on all parts; poor students do not). However, an instructor should know that there are potential problems when part scores are combined into a composite score.

Third Misconception

The total score obtained from a test provides a useful and desirable criterion for deciding the value of individual questions in the test. A statistical analysis of the questions in an objective test is frequently made to determine the difficulty level and the discriminating power of each item. Although there continues to be agreement among assessment psychologists on the value of information bearing on the difficulty of test questions, there is growing doubt about the value of information which discloses mainly the extent to which a particular test question measures what the test as a whole measures. As a result of undue emphasis placed upon discriminating power in test item analyses, many excellent questions which measure aspects not measured by the other questions in a test have been excluded from subsequent editions of instructor-made examinations. Some psychologists now recommend that questions which correlate highly with the total score on an achievement test should be avoided rather than sought. Evidence on a number of national achievement tests suggests that the use of the internal consistency discrimination index as a criterion for selecting items has converted these tests of academic proficiency into tests of general academic ability and perhaps even test-wiseness.

Readers may be interested to know that Frederick B. Davis, who for the past twenty-five years has been one of the outstanding leaders in the area of item analysis of proficiency tests, now feels that item discrimination data should not be provided to faculty members (personal communication, February 1965).

The Evaluation and Examinations Division has for many years made item analyses of course examination and will continue to report item discrimination indices, but instructors will be alerted routinely to what we now believe are potentially undesirable effects inherent in heavy use of such information.

Fourth Misconception.

Absolute rather than relative standards are used by instructors in evaluating student achievement. Although this view is held by few instructors (and hardly anyone professionaly trained in assessment procedures), a few comments should be made about this basic issue. There is much evidence that no fundamental anchor or reference point exists for evaluating student achievement. An examination paper written at one institution might be graded C; the same bluebook, graded by an instructor from a different institution and accustomed to reading examination papers written by inferior students, might be marked as an A; and the same paper evaluated by an instructor from another institution accustomed to examination papers by superior students might be graded D or E.

A report distributed to department chairmen in March 1958 contains some data I collected on the quality and grades of students at a number of colleges throughout the country. Here is a pertinent section of that report:

> Institutions enrolling superior students, according to external criteria such as tested aptitude and high school

> record tend to have the same overall grade-point average distribution as institutions enrolling inferior students. According to the admissions officers and registrars of over 300 institutions, typically about 25% of the freshmen receive unsatisfactory grades (i.e., GPA's equivalent to less than 2.00). For example, the percentage of freshmen receiving unsatisfactory grades at California Institute of Technology, Dartmouth, and Harvard is 11-20; the same percentage of Arizona State College, Casper Junior College, and Villanova freshmen receive unsatisfactory grades. At Amherst, MIT, and Swarthmore the percentage unsatisfactory is 21-30; the same percentage is found at Austin Peay State College, Beaver College, and the University of Kentucky. This provides confirmation of the view that it is probably not correct to describe an individual student as "a B student," or "a C plus student," and so on. A freshman with a C+ average at a particular institution might very well have earned an A average at another institution where somewhat inferior students are enrolled, or a D average at another institution where somewhat superior students are enrolled. A much more accurate description of an individual student would be "he's a Harvard B," or "he's an Indiana B," or "he's a Bay City B," etc.

Actually, as the report goes on to show from data on U-M freshmen, it is really not correct to say "he's a Michigan B," because there are major differences between the colleges and schools at the University. It would be better to say "he's a Literary College B," or "he's a Music School B." Furthermore, within each unit the grades do not have the same meaning across departments, and across courses within each department, and further, across sections within a course.

Some confusion with respect to grading has sometimes been caused by authors of small "how-to-do-it" books. One such book, by Robert M. W. Travers, recommends but does not adequately explain, a grading system which some have interpreted as reflecting absolute standards. For him a grade of A means that "All major and minor goals have been achieved." There are of course a number of problems here. Briefly, three comments: (1) instructors do not agree on the "major" and "minor" goals they set for students; (2) rarely, if ever, are important goals either achieved or not achieved by students; only if limited goals are set (such as knowing all the capitals of the fifty states, or all the presidents in order) is it possible to say whether a student has achieved them; and (3) the major question with respect to worthwhile course goals and objectives is not whether students have achieved them but rather to what extent they have achieved them. (It is perhaps significant that a second book by Travers, published in 1955, has a section on grading but makes no reference to the system he advocated five years earlier.)

Robert L. Thorndike and Elizabeth Hagen have given a good summary of the grading problem:

> The standard of reference may be the group itself when grades are explicitly assigned in terms of proportion of the total group, e.g., 20 per cent A's, 30 per cent B's, 40 per cent C's, and 10 per cent D's. The standard may be some shadowy inner picture the instructor carries with him of the performance by his previous classes and of the accomplishment that may reasonably be expected from individuals at this level of advancement. But in either case the standard is a relative one. There is no "sea level," no fixed standard to which we can refer each individual's performance.

Fifth Misconception

An instructor has inadequately evaluated the achievement of his students unless he provides for the proper assessment of all the objectives of instruction. It seems unreasonable to expect that a busy instructor will have the time to construct an examination or procedures which will be sufficiently valid for measuring even the main cognitive objectives of instruction. Tests which tap complex intellectual skills and abilities independent of attributes measured by a general academic intelligence test are not easy to come by.

A major effort was made at the U-M to develop tests to assess such phenomena as outcomes of instruction in the introductory course in psychology. Work on the "criteria tests" was begun by John E. Milholland in 1957 and ended in 1963. A description of the development and basic characteristics of the tests is given in a paper by Professor Milholland and in the doctoral dissertation of Karl L. Zinn.

At the beginning, eight test forms, each designed to measure _nine_ intellectual abilities and skills were prepared and evaluated. Finally, after several years of research and test revision, two test forms, each designed to measure _six_ objectives, remained. The abilities and skills thought to be measured by the subtests are: (1) interpretation, (2) application, (3) analysis of elements, (4) analysis of relationships, (5) derivation of abstract relations, and (6) judgment of external criteria.

The final sentence of Professor Milholland's paper contains his evaluation of the test construction project:

> The Criteria Test emerges as a good test of achievement in psychology, so far as total score is concerned, but we

> cannot say that the subtest scores represent the objectives they were designed to measure, or in fact, with two possible exceptions, anything consistent and differentiable.

Perhaps the most important lesson to be learned from the experience of Professor Milholland and Dr. Zinn is that it is not easy to construct tests which will provide satisfactory differential assessments of particular and specified objectives. Further, it is probably not possible or necessary that all or even a majority of the objectives of instruction be measured by a teacher. Most tests, and particularly essay tests, sample a relatively small number of objectives; an adequate sample is probably all that is needed to obtain a satisfactory assessment of the level of student accomplishment. The research evidence now available suggests that questions written to assess a particular course objective often prove of measure other objectives with equal validity. I am inclined to think that those who have been trained in assessment procedures sometimes exaggerate the importance of first specifying and then measuring the objectives of instruction.

PROPOSAL CONCERNING GRADING

Probably the main reason the grades of some instructors seem "out of line" is that the instructors do not have sufficient information to judge what might be "in line."

Although every method of grading will have shortcomings, it is my suggestion that each instructor anchor his grading practices to one or both of the following: (1) the average U-M grade-point average of students in his class, and (2) the average U-M scores on standardized tests of academic quality of students in his class. The first of these can be computed very easily from information supplied to the instructor by students during the first day or two of each term; the second can be obtained during the first month or two of each term from the Evaluation and Examinations Division.

Grade-Point Average of a Class

The past U-M grade record of the students in a given course is probably the best single piece of information on which to base an instructor's grades, at least the average grade-point average he gives students. The accumulated record summarizes a considerable amount of information about the students in his class -- including the judgments of all their previous instructors.

One point that I should like to stress is that the instructor is completely free to give an A or an E to any student he feels deserves it, and no particular distribution of grades (e.g., 15 per cent A's) is necessary. The only requirement which I think highly desirable is that, except for unusual circumstances, the grades each instructor turns in to the Registration and Records Office should average the same as the grades the students have received from other Michigan instructors. An example of the kind of gross deviation in grading which would thus be avoided is represented by the fall 1963 and fall 1964 grades of students in a large introductory course -- GPA of 1.93 in 1963 versus 2.83 in 1964. (The average grades have remained remarkably stable for many years; evidence from tests and the high school records of entering freshmen also show no noteworthy change in student quality the past four or five years.)

Scores on Standardized Tests of Academic Quality

The second frame of reference which an instructor may find useful is less directly relevant and somewhat more difficult to obtain. It will be of most value to instructors of courses intended primarily for new freshmen, for these students will not yet have a grade record at the University. Beginning this term an instructor who submits to the Evaluation and Examinations Division an alphabetical listing of his students can be given a "class characteristics profile." (A carbon copy of the list which instructors prepare for the Registration and Records Office after about three weeks of the term would be satisfactory.) The class profile will show how the instructor's students (as a group) compare with other students on the following measures:

1. Scholastic Aptitude Test - Verbal
2. Scholastic Aptitude Test - Math
3. Reading Speed Test
4. Reading Accuracy Test
5. Achiever Personality Test
6. Creative Personality Test
7. High School Percentile Rank

Information from these seven indicators of academic quality may help an instructor decide on the percentage of A, B, C, D, and E grades he should give his students. One would expect that, in general, if an instructor's students are above average on most of the measures, he would give them above average grades, and that if they tended to be below average he would give them below average grades (e.g., the average for freshmen at Michigan is about 2.50, not 2.00).

COMMENTS BY DR. FRICKE AT THE INSTITUTE

Certainly the community and junior college is a very important institution in American higher education, and I am sure that it is going to develop much more rapidly than all of the others. So are your problems in the assessment of student achievement. You probably will continue to get an even more heterogeneous group of students, and this is going to pose all sorts of difficulties for instructors and administrators. I agree very much with Professor Hall's comment that there is a great need on the part of administrators and faculty to discuss this matter of student evaluation and grading.

I am impressed with how concerned many faculty are about the assessment of achievement as a problem. When talking with them privately instructors will admit that they feel insecure about the entire business of evaluating student achievement. Most instructors, however, will publicly defend their grades as being rather precise. This is an interesting kind of paradox.

When you consider all of the difficulties that there are in evaluating student performance it is quite amazing that the good guys, somehow or other, come to the top and get the A's and B's. It seems to matter very little that one instructor uses his own idiosyncratic essay examinations and that another instructor uses how own idiosyncratic true-false examinations. I think this is a very significant finding. Rarely on this campus, or I would guess on your campus, can one find students who have grades of A and B and D and E in about equal numbers.

Somehow or other it turns out that students tend to get mostly A's and B's, or mostly C's and D's, or mostly this or that, but not the entire range of grades. This is probably largely due to the fact that the particular procedures that are used by instructors do not make a great deal of difference in the final grades that students receive.

It is difficult for a conscientious instructor to make major mistakes in evaluating achievement, I think, and you as administrators will be pleased, I am sure, if this is true. I believe the evidence tends to show this. I do not, however, wish to give the impression that I am without strong feelings about procedures that should be used. (I suggested some of the things I feel strongly about in the Memo to the Faculty which Professor Hall distributed to you several weeks ago, and which has been reprinted above.) I believe, for example, that there is much to be said for having the examination procedure as objective as possible. In other words, I favor heavy use of objective examinations or examinations that can be scored by a relatively unsophisticated person.

There is a place for essay examinations too, but they are time-consuming to grade and there are many sources of error of a very personal sort. If the instructor knows that he has before him Billy Brown's paper he may have a particular notion of Billy Brown's performance, and the grade given to Billy's paper often reflects this. It may be that a highly personal but irrelevant matter may be involved; for example, the instructor may not like Billy Brown's political views. Even though the questions are well-answered there is an opportunity for the instructor to turn in a low grade for the student, because with essay examinations, it is always possible to find something wrong.

With objective examinations or examinations that can be scored by a relatively untrained person you do not have subjectivity and bias as a problem. Such exams provide a sort of published record and it is possible for a student, or for an administrator, to "check the instructors," at least concerning the scoring of the examination. I think that this fairness and the control of bias is probably more important in the long run than the intrinsic difference in the psychometric validity of so-called objective examinations and essay examinations. I also believe, however, that in general, the multiple-choice examination ("multiple-guess!" as students frequently call them) tends to have a higher validity than the essay examination. Most people in my area (of psychometrics) favor, very strongly, the objective examination, as I indicated in the Memo. But they do this mainly because of the superior reliability of objective exams. If you check on the scoring of objective examinations, you almost always find that there is perfect accuracy or consistency (i.e., high reliability).

But if you check on the evaluation of essay examinations you will almost always find that different instructors evaluate the essays differently (i.e., the evaluations have low interjudge agreement, low reliability). Sometimes the top students in one ranking are at or near the bottom in another's ranking. There is a great deal of opportunity for disagreement, honest disagreement; but some differences are due to other things (for example, how the instructor felt when he was evaluating the paper). It is because of this consistency or reliability problem that psychometricians tend to prefer objective examinations, these examinations are more reliable or consistent -- but in my opinion superior reliability should not be the only or even most important reason for preferring them.

What we really are concerned about in the evaluation of student performance is the validity of whatever assessments are made. That is, are the individuals who get the high examination test scores really more proficient in the area than the individuals who get the low scores. It is possible for two instructors to make evaluations having the same validity but their evaluations may not agree very closely. There is no need for us to go into the statistics underlying this; you probably would not find it very interesting. It will suffice to say that there can be quite a bit of disagreement between two evaluations and both of them can be more or less right. The instructors may be focusing on different aspects.

Perhaps I should clarify what I mean by an objective examination. Such an examination is usually composed of multiple-choice or true-false questions. It may also be composed of short-answer or completion questions such as "What is the capitol of the United States?" The answers given may be turned over to a clerk or a machine for scoring. There is only one correct answer for the above question; it is not necessary that the person who does the scoring know the answer. I like this type of question very much because it requires the student to recall something, not merely recognize it as in the multiple-choice and true-false questions. It is the sort of situation a person faces throughout his schooling and throughout life. You are not often given a choice of alternatives in a conversation or in a discussion; you have to come up with an answer or a comment. You cannot say "Well, now, just a minute, give me four choices and I'll tell you what I think!"

Whatever the superiority of objective examinations, I am not personally much concerned, and I do not think you should be, with the specific and preferred procedures that instructors use to assess achievement. Here is one area in which you as administrators may be very permissive. Some instructors will prefer a situational type of testing, others will prefer performance testing (as in wood-working shop), others will prefer multiple-choice testing, others essay testing, etc. My advice is to allow instructors to do pretty well as they wish, because the evidence shows that the results are basically not very different, and certain procedures are most appropriate for evaluating certain goals. However, because students should not feel that they have been mistreated I do have a preference for making the examination procedures as objective as possible.

In the Memo to the Faculty I indicated several misconceptions in the area of assessment and I have been talking mostly about the first one -- that objective tests and essay exams differ markedly in their validity and utility for assessing achievement. I have stated that I do not think these exams differ markedly, but that if there is a difference then it tends to be in favor of the objective examination, but I do not think that the superiority is anything to shout about at all.

The second misconception has to do with how examination parts, or parts of a course, are weighted for grading purposes, or for arriving at a total score. Here is an area where I do not think one can be so generous with faculty preferences and practices. It does make a big difference how you combine various parts of an examination to arrive at a total score, or how you combine various parts of a course (that is, the lab part and the project part, or the mid-term part and the final exam part, or the project part, or the essay part, or whatever the case may be). The important thing here is the variability of the scores that you get for each part. The part of an examination that really counts is the part that has a lot of spread (of student scores). Even though an instructor says "this part" is going to count 40 points (or 40 per cent) what determines the weight or how much it does count is the spread of scores. If all students get 35 points, plus or minus 2 or 3, on the part that is supposed to count 40 then it will count hardly anything if there is some other part where the student's scores spread from say 5 points to 15 points. This latter part counts a great deal even though the instructor tends to believe that the part with the most points counts the most. [The situation was illustrated at the meeting by means of a diagram of the blackboard and several examples.]

The part that spreads the students out most counts the most no matter how many points the instructor says the part is supposed to count. This is something which you as administrators should be concerned about. Instructors should be made aware of the fact that what counts in combining scores to form a total is the spread of the students' scores on each part. If an instructor wants a part to count a lot he should see that the points obtained by students on it do not cluster close together. If the obtained spread for a part is about half what it should be, a simple thing to do is multiply each student's score by two; this automatically doubles the spread, and therefore doubles the amount the part counts when the various part scores are added.

The third misconception dealt with in the Memo is a rather technical one, so I am going to skip it for a few minutes.

The fourth point really permeates most of what I have been saying, I suppose. I merely want now to complete and emphasize the idea that there really is no such thing as a B grade in Chemistry, or a B grade in anything. We tend to talk as though there were B students. There really is no such animal. It all depends upon what course, what college, etc. There are some institutions where a D or C grade represents a fantastic amount of achievement. There are some other institutions where it hardly means anything. It may merely mean enrollment, registration, or occasional attendance. Similarly for the A and B grades, it is true that some individuals who get A or B grades at one institution would not get such grades at some other institution, even if they applied themselves in the same way. (You need not be told that there is this variability in academic standards.) I am sure that you all have experienced this, but somehow or other there is a myth in higher education in this country that really an A is an A is an A, etc. Institutions have different standards; there is no underlying level or reference point to which grades may be anchored.

There seems to be little hope of our getting anything like comparable academic units across institutions, but there is some hope of getting meaningful grades, with a certain currency value, within an institution. I think the typical community and junior college can do quite a bit more in this area than a large complex institution such as the University of Michigan with its many divisions, departments, etc. It would take a good number of years and a lot of authoritarian or persuasive effort by administrators to get instructors in a large institution to give grades which are comparable to those of other instructors. The situation is perhaps different in a smaller institution where there is more personal contact between administration and staff (although I am aware that some junior and community colleges are now very big).

Something can be done in this area and a president or other administrator has a role to play in helping instructors to give grades which can properly be thrown into the same hopper with the grades of other instructors.

Students have a stake in the grading practices of each instructor and so do all of the other instructors. The overall average and ranking of students is affected by the grading habits of instructors. If, for example, different grading standards are employed by different instructors in different departments, or by different instructors within a particular department, it is possible for students to pick certain courses or certain instructors in such a way as to get mostly B's and C's, and be permitted to continue and to graduate at the end of two or four years, whatever the case may be. If the students had happened to take some other courses or instructors even though with the same amount of application and amount of learning many of them would fall by the wayside at the end of the first year or two. They would be told, "Sorry, your performance isn't up to what we expect, you'll have to leave." It is not a good thing for students to be continued or graduated simply because of the instructors they happen to get.

Atypical grading by some instructors is also not a good thing for the other instructors or the standards of the institution. It deprives some instructors of their influence and control over the educational program and gives too much power to certain other instructors. If you as an instructor assign grades more or less in line with the ability and performance of the students in your class (i.e., you tend not to give a disproportionately large number of A's and B's, and a disproportionately small number of D's and E's), but another instructor tends to give almost all of his students A's and B's -- this means that he is permitting certain students to continue and to graduate which you and other instructors have serious reservations about (because they get C's and D's in most of their courses, but always an A or B in this instructor's course). The excessively generous grades given by one instructor can often tip the average of a student up enough to permit him to continue and to graduate.

Similarly, and equally unfortunately, institutions frequently have a few instructors who are really tough on students; these instructors believe in so-called "high standards," and they end up giving a disproportionately large number of students D's and E's. This is, of course, bad business too, because a large majority of instructors may feel that a particular student is doing satisfactory work (i.e., almost all C's with perhaps an occasional B) but one or two hard-grading instructors can tip such students out. Atypical grading is bad for us all.

The problem is pretty clear, but what do you do about it? Well, we have suggested at Michigan that instructors can do two things, and you can do these too, I think. Encourage your instructors to anchor the grades that they give their students to the average grades these students have obtained from other instructors. The second solution is to anchor the grades that the instructor gives to objective measures of ability or academic promise. Local norms for nationally available tests should be used.

With respect to the use of grades (for grading students who have already had one or more terms at your college) you might suggest that instructors ask the students to jot down on a sheet of paper at the time the class begins, the average grade he received in the previous term (e.g., a 2.3 or a 2.6). The student's name should be on the paper because otherwise some students might turn in inflated grade-point averages. The instructor probably should discard these papers after he has determined the class' average; certainly, he should not let knowledge of a particular student's GPA influence the grade which he gives the student. Now, if the instructor's class average is higher than the average for the college as a whole, he should give his students higher than average grades; if his class average is below the average of all students, he should give lower than average grades. In doing this, we are using the judgment of all faculty members to help each instructor set an anchor point for the average grade that he should give his students.

As indicated earlier there are some problems with this procedure, one being that it might lead a student to feel that his instructor is going to use the 2.0 average that he reported for last term as the probable grade for him. The student might feel there is little point in working hard because he is almost certainly going to receive a C. A procedure to avoid this and related problems would be to have some agency or individual collect the grade point averages from the students. Perhaps the central office secretary could pick up the slips from the students (rather than have the instructor get them) and then someone could compute the average grade earned by students and give it to the instructor. In any event there is something that one can do to help give meaning to grades throughout an institution.

But how about the student who just comes in to an institution as a new freshman? He does not have a college grade record to report to his instructor. What do you do about this? My suggestion is that instructors of first-term courses anchor their grading habits to the average ability test scores and to the average high school grades of all freshmen. An average profile of the students in your college is needed. At the University of Michigan we use these traditional indicators of academic success along with Achiever Personality and Creative Personality scores obtained from the *Opinion, Attitude and Interest Survey* (OAIS). The OAIS was constructed at Michigan but is available nationally. (The main use of the OAIS at Michigan is for counseling students. The test supplies five educational-vocational interest scores and some other scores, as well as the two academic promise scores named here.) The Evaluation and Examinations Division provides individual instructors with an average profile of the students in his class so that if they are *above* average (he will then give more A's and B's) and if they are *below* average (he will then give more C's, D's and E's).

How many A's and B's should the instructor give? How many C's, D's and E's? This is a question that is tossed around a great deal. There used to be a rather rigorous adherence to a so-called normal curve, a certain percentage of A's, a certain percentage of B's, etc. This is really not a very good way to operate. Instructors should be encouraged not to follow a certain percentage of A's and B's, etc., because certain students will be penalized. For example, throughout the country students who take physics and chemistry tend to be more academically able than students who take geography and speech and some other courses. If the same grade distribution is used the more able students who happen to take the more difficult courses will be penalized.

I know that this varies somewhat from institution to institution; maybe it is quite the reverse at yours, and the weaker students tend to take physics, chemistry and mathematics.

The procedures I have described will help give some common currency to grades so that a student is more likely to get a B in whatever course he takes, if he deserves it, for a certain performance level. He should not be penalized by the idiosyncratic standards of the instructor. If one instructor tends to give most of his students A's and B's and another instructor gives most of his students D's and E's, there is something seriously wrong. It cannot possibly be the student's ability because the probability of this kind of separation taking place is very, very small. I am convinced, obviously, that there is merit in anchoring the grades that instructors give to the grades that other instructors have given. In a sense this is like pulling yourself up by your boot straps, but at least an instructor is not going to be far wrong if he goes along with the other instructors; one simply must have confidence that a large majority of the instructors are, on the average, doing the kind of job that needs to be done.

I want to spend the remainder of my time on item analysis, because this is something that you will not find treated adequately anywhere, and there is an awful lot of misinformation about this basic matter. The objective examinations that are typically used to measure achievement are built up of little parts, usually called items. If you happen to use a true-false or multiple-choice test there are some statistical procedures available for making an analysis of these items. Computer programs are now available which take the drudgery out of this work.

At Michigan we can provide a rather detailed analysis for instructors within about 24 hours. The two sheets which I am distributing are part of the report each instructor receives.

Item Analysis of Course Examination: ________ For Instructor: ________

The total number of students whose answer sheets have been involved in this analysis is _____. Answer sheets for these students were divided into three subgroups on the basis of total score on the test (low, middle, and high). The number of students in the low and high groups is given below the headings "low group" and "high group," in the following table. The values in the body of the table are percentages of these numbers. (When there are fewer than 50 students in a subgroup, considerable caution should be exercised in drawing conclusions from the percentages.)

Each item in the examination has two or more response alternatives. The asterisk shows the correct alternative. The values opposite this alternative show the percentage of the two groups getting the item right. These two percentages contain the most significant information in the table. From them the two main characteristics of an item can be derived--difficulty level and discrimination power. The average for the two percentages provides an index of the difficulty of an item. The difference between the two percentages provides an index of how well the item discriminates between students who score low and students who score high on the test as a whole.

In general, an instructor should be more concerned about the difficulty level of his questions than about their discrimination power. There is fairly general agreement among experts in assessment that for effective differentiation among students most of the questions in a five-choice multiple choice test should have a difficulty index in the neighborhood of 60 (i.e., 40 to 80), and that most of the questions in a true-false test should have a difficulty index in the neighborhood of 75 (i.e., 65 to 85). The optimum values of 60 and 75 for multiple choice and true-false items are half way between the percentages which would be produced by chance answering (i.e., 20 and 50 respectively) and "complete" knowledge (i.e., 100 and 100 respectively).

Although items which discriminate positively are usually preferable to items which discriminate negatively, there is no agreement on what an optimum discrimination index should be. Some experts, perhaps a majority of them believe that the higher the index the better (i.e., a good question is one which measures what the test as a whole measures). Others believe that the best questions are those which measure aspects not measured by the other items in a test. After examining the statistical results and the item content, an instructor will often be able to decide whether a low (or a high) discrimination index is a good or a poor sign.

Here are some figures and a brief comment on two multiple choice test questions.

Item	Response Altern	Low Group 53	High Group 51	Diff Index	Disc Index
A	1	4	2		
	2	0	0		
	3	0	0		
	*4	96	98	97	2
	5	0	0		

Item "A" is an example of a nonfunctioning item. Because it is so easy (i.e., difficult index of 97 per cent) the item affects the standing of a negligible number of students. For all practical purposes this item gives a bonus of one point to all students and consequently could be omitted. Three of the response alternatives are so unattractive that not even one student selected them.

It should be noted, however, that the tests composed of items having either extremely high or extremely low difficulty indices are frequently useful in making distinctions among very weak students or among very strong students, respectively. For example, if an instructor is mainly interested in identifying the one or two students to whom he will give a low or failing grade, he should prepare an examination composed of very easy questions. Such an examination is useless for making distinctions among students whose achievement is above average. More specifically, the decision as to whether a particular student is to be given a grade of "A" or a grade of "B" should not be influenced by his performance on a test composed of easy questions.

Item	Response Altern	Low Group 53	High Group 51	Diff Index	Disc Index
B	1	12	10		
	*2	50	60	55	10
	3	14	10		
	4	10	10		
	5	14	10		

Item "B" is an example of a question having most if not all of the desirable statistical attributes of a good item. First, and perhaps most important, about half the students (i.e., difficulty index of 55 per cent) got the question right. Second, each of the four incorrect response alternatives is sufficiently plausible so that it was selected by 10 per cent or more of the students. Third, more of the better students, as judged by the test as a whole, got the item right, and the discrimination index of 10 is low enough to indicate that the item is not merely measuring something which is already adequately reflected in the other items of the test. A test composed of questions similar to Item "B" usually differentiates satisfactorily over the entire range of ability (that is, such a test is useful in assigned grades of "A" through "E").

(Dr. Fricke discussed the item analysis material, gave some additional examples, and answered questions for the remainder of the period.)

"THE CULTURAL BIAS OF TESTS"

Frank Womer
Associate Professor of Education
Bureau of School Services
The University of Michigan

If I wanted to make my remarks rather short I think I could answer the question posed in the title of this discussion, "Are Intelligence Quotient Tests Culturally Biased?" by one word, the answer is yes, they are.

There's a tremendous amount of evidence to indicate that there is a lot of cultural bias in all of our intelligence tests even those that claim to be culturally fair. They may be somewhat more culturally fair than others, but I don't really know of any test currently available that we could say really is not culturally biased. Just about three or four days ago there was an article in the Free Press that may have been carried in other newspapers. It was titled "Instant I.Q. Tests Developed." If the claims made for this test turn out to be true, then we may for the first time have a culture free intelligence test. For those of you who did not see the article, it reports some research being done by a psychologist in Canada. He measures brain waves by attaching electrodes to the head upon flashing a light in the eyes of the subject, and he claims that the speed of response of these brain waves are related to measures on conventional intelligence tests. Therefore, if these claims are true, he may have a measure of intelligence based entirely upon the physiological reactions in the brain. This presumably would be unrelated to culture unless there is something about differences in diet and cultural patterns that might have some connection. This, of course, is in the experimental stage, but I think it will be very interesting to follow. One thing that occurred to me immediately which relates to some of the questions that several of you were asking Dr. Fricke. The criteria that the Canadian psychologist apparently is using for establishing that his new device for measuring intelligence is valid are conventional intelligence tests, which we know already are culturally biased. One might say, why predict something that we know doesn't do the job we want done? But I suspect he'll work that out if the device turns out to be useful.

One needs to remember what is really meant when one talks about intelligence. Different writers in this field mean different things, and the tests that we use to measure intelligence don't always measure the things that we say we are concerned with when we define intelligence.

Intelligence has been defined in a great many different ways but these definitions tend to fall in a relatively small number of categories. Some of the definitions tend to say essentially that intelligence is adaptability, being able to function within a society, within a framework in which one finds oneself, and to be successful. If one defines intelligence this way, then presumably people are equally intelligent in any culture if they adapt to their culture. That is, any tribesman in the jungle, if he adapts well, if he kills the appropriate number of animals and survives, and cares for his family, and moves up to a position of eminence within the tribe, he then is intelligent because he is adapting to his society. In like fashion, we would say that people in our society are intelligent if they adapt, if they progress, if they are successful. This sort of definition, while it does account in part for what we like to consider intelligence, doesn't seem to account for everything. There are other ways of defining it which, in a sense, boil down to saying that intelligence is problem solving. Definitions of this sort tend to be concerned with ability to deal with relatively abstract problem. This is not problem solving in the sense of being able to do something with your hands, but it's being mentally able to solve problems. These problems may simply be problems involving communication, they may be problems involving numerical symbols, they may be problems involving pictorial symbols. They may be problems that we face as administrators or as instructors in terms of everyday life. Basically, being able to find solutions to things. The definitions that aim in this direction tend to be the ones that are given more often than those that emphasize adaptability.

A few years ago we had presented in the literature a structure of intellect, a model of intelligence developed by Professor Guilford who is currently at Southern California. He has been working on this model for a good many years. It probably has been his major professional contribution. During the second World War he was in the personnel services of the Air Force and was working at it there. He has been working at the same thing since, using in large part the statistical technique of factor analysis. He has been working with all sorts of different tests, many of which have been devised by others, some of which he has devised himself. Using these different tests he has attempted to identify different aspects of mental functioning. His theory, basically, is that mental ability or intelligence is actually an extensive series of specific abilities, and that the thing that we often consider as intelligence is really a particular combination of other specific abilities. He postulates that there are five different ways that the mind operates in the area of what we generally thing of as "thinking." The five different ways are: 1) cognition (one knows something, knows facts, or information, or can learn something rather quickly). He would say that some people are able to cognize more readily than others and this is one type of mental operation. He says that the second type of mental operation is; 2) memory, which is simply remembering what has been cognized. Some people are better able to remember things that they learn than others. There is quite a bit of evidence from other research that people do differ in this ability to remember. He says that another mental operation is; 3) covergent thinking. This comes closer to what we more traditionally would say is problem solving. The typical example is the geometric proof or logic. One proceeds from certain assumptions or postulates and goes through a reasoning process. One comes to THE answer; in other words, there is A SOLUTION, there is a correct answer to something. With convergent thinking one brings to bear various information, one comes to the correct conclusion. The fourth type of mental operation in his scheme or structure of intellect is; 4) divergent thinking. This is rather like what has been called in recent years creativity, that is, thinking of possibilities, thinking of alternatives.

It is speculating, sometimes rather wild speculation in which there is no one correct or best answer but rather there may be many possibilities. This is the sort of thing that people who have been working in the area of creativity have been saying that they're attempting to get at. And finally, according to Dr. Guilford's structure of intellect there is; 5) evaluation. Evaluation is simply making value judgments based upon cognition, memory, convergent thinking and divergent thinking, on any or all of these. It is judging something to be good or bad, worthwhile or worthless, on the basis of the knowledge and information and reasoning that may have gone on.

These are sequential, moving from simply knowing something to making judgments. In his structure of intellect he not only talks about these operations, he talks about the fact that these operations may apply to different content. I won't go into any great detail on this because it is the operations that I am more concerned with this morning. But he says that these mental operations may apply differently to symbols, to verbal content, and to behavioral activities. He says that as one reason using these different operations one may come up with different types of products, thus he actually has a three dimensional model, but the mental operations are these five things that I have covered. He presented this structure of intellect 6-8 years ago. It has been reprinted and requoted time and time again. Many other psychologists have been rather critical of this and have said it doesn't really encompass all of the facets of mental functioning. Yet up to this point, we don't seem to have anyone else who has developed a model that is any better or even as good. In fact, we simply don't have other models. We have discussions of what intelligence is and its different facets, but we don't have any other reasonably acceptable model. So, for good or bad, this is what we have at the moment. Whether it will stand up over a long period of time, I don't know.

Actually measuring intelligence in terms of the things that we are getting at with traditional intelligence tests, we probably are measuring a combination of things. Our traditional intelligence tests almost invariably include vocabulary sections or sub-tests which are straight vocabulary. One either knows the meaning of the words or he doesn't know the meanings. On the other hand, our general intelligence tests almost invariably include problem type items. These may be arithmetic problems, they may be things like number series, they may be problems or relationships involving words, or they may be problems involving geometric figures. One rarely, if ever, finds examples of divergent thinking items in an intelligence test, items in which one asks people to speculate. One rarely finds evaluation items, judgments of goodness or badness. So our testing tends to be in on memory, on cognition, and on the convergent area.

To depart for a minute from culture fairness, it seems to me that this explains why research in the area of creativity has tended to reveal that our traditional intelligence tests don't tell us too much about creativity. Our traditional intelligence tests are not, by in large, designed to measure divergent thinking, which is that aspect of mental functioning that is identified as creativity.

If one measures cognition, memory, convergent thinking, one is measuring things that have been learned, things that have been learned sometimes at home and sometimes at school. Vocabulary items are the most common items found in intelligence tests. That isn't something that one automatically knows, one learns the meanings of words, one learns to do arithmetic problems, one learns the relationships between geometric figures. How then can we get at intelligence? We get at it by making an inferrence. We get at it by saying simply, we will use vocabulary and arithmetic problems that are relatively simple for the person taking the test. Thus, if we are designing a test for high school students we will not pick words that a high school student might be learning, but rather words that he would have been exposed to as an elementary school student, and arithmetic problems skill that he would have developed as an elementary student. Then we will see which pupils have the widest vocabulary, which ones have developed their arithmetic skill to the greatest extent. We will infer that the more intelligent student has learned more and therefore he will get a higher score, then we turn it around and say that the student with the higher score has learned more and since we assume everyone has been exposed to these skills and knowledges to the same extent, the high achiever will be the more intelligent. We draw an inference based on an assumption that everyone taking the test has been exposed equally to the knowledge and skills called for in the test. We assume that the reason that some pupils can answer the questions better than others is that some are more intelligent and have learned the skill at a higher level. To the extent that our assumption of equal background breaks down, we have tests that are culturally biased. Our assumption does break down in many instances, and that is where we have this great concern for cultural bias in tests. We have rather direct evidence that there is bound to be a cultural bias unless our assumption of equal opportunities, equal access to knowledge and information, is true. It doesn't seem to be true for all groups.

One rather interesting facet of this is that many of our so-called culture-fair tests have made the assumption that certain types of things are fairer than others. The assumption has been made that if we ask questions based upon seeing relationships between geometric figures that somehow this would have less cultural bias than if we ask meanings of words. But, interestingly enough in practice we find as much cultural bias using items of a geometric nature as we do using verbal or reading type items. Apparently, in many sub-cultures within our total culture we do not have children exposed to geometric shapes and to relationships between them. Some kids play with blocks and with other educational toys that may involve putting a particularly shaped object in a particular hole. Many kids do not have these opportunities. Apparently this sort of thing, even though theoretically we don't think of it as being as closely related to cultural background as the specific reading or language skills taught in schools, still appears to be a part of our cultural differences. As yet we have not been able to find item types which do not potentially have a cultural bias in them.

I like to think of intelligence tests as being at one end of a continuum, with the continuum containing all different types of achievement tests. I am talking about our measurement of intelligence, not how we define it. Think of a continuum running from intelligence to general educational to subject matter achievement. Subject matter achievement is simply testing or measuring specific knowledge, or information, or a skill taught in a relatively limited period of time. One teaches calculus during a particular year. The assumption is that most students would not score very well on a calculus test before they have had the course. After they've had the work they might score fairly well. For this type of test one would develop items specifically related to knowledges and skills developed within a particular year or a particular semester, subject matter achievement. The sort of tests that teachers are building all of the time are like standardized subject matter tests. If we move into the area of general educational development, we think about skills, knowledges, and understandings that are school-oriented but that may be covered over an extended period of time. We teach reading in school, but we don't teach reading just in the first grade, or just the second grade or just the third grade. We teach it all the way through the elementary grades. General education is a skill or knowledge, some understanding that has been built up over an extensive period of time. Yet it is school-oriented, with some practice outside of school, general educational development. This type of test not only will measure something about educational success or progress, but, since some people are brighter, more intelligent than others, influences outside of school are going to have some bearing as well as influences inside the school. There is going to be some element of intelligence measured in these test results. The really bright kid is going to have an advantage. We could have a genius who wouldn't do very well in a test on calculus if he'd never had the course, but if we test him on some more generalized knowledge or skill, he may do fairly well.

If we move to the other end of the scale, we are talking about testing intelligence. Authors of intelligence tests try to find items that are as general as possible, based on knowledges and skills that might be acquired any place. There are going to assume, in drawing an inference about it, that the student has been exposed to general knowledge. Nevertheless, one still is measuring achievement, one still is measuring vocabulary, arithmetic problem solving, etc. I like to think of this as an achievement-ability continuum, with achievement emphasized primarily at one end, ability emphasized primarily at the other end, and there being something of a mixture at other places along the line.

For the most part when we use intelligence tests, we use them to do rather specific jobs. In general we don't use them in a fashion that is similar to our definition of intelligence. For example, we might define intelligence as being primarily problem solving, since problem solving involves cognition, memory and convergent thinking. We define it that way because that is what we want to measure. But now when we use the tests, at least in education, we are apt to use them more often than not to predict success at the next educational level. This is the most common way we use intelligence tests. What is success at the next educational level? Well, it usually is teachers grades, whether we like it or not. I think you've been talking about grading, and you know that they are not necessarily perfect criteria. Yet they seem to be better than anything else we can get at for the moment. If we think of grades as a thing that we are predicting, what goes into grades? We hope that some problem solving ability gets into grades, but we know very well that a lot of other things go into grades. Diligence, the particular idiosyncracies of a teacher or instructor, all sorts of things go into grades. Grades certainly are not pure criteria of problem solving. Yet our evidence for the utility of intelligence tests generally is how well they predict grades, at least in an educational setting. The way we use these tests, it probably would be better to call them scholastic aptitude tests, and leave the term intelligence to these doing research in the area and to people attempting to identify problem solving. A number of authors recently have suggested that we might be better off if we simply didn't use the term intelligence in relation to these tests that are used primarily to predict academic success. I think we are so bound up with conceptions and misconceptions involving the term intelligence that too often we don't really get down to brass tacks and think about how we utilize these tests.

If we utilize these tests primarily as measures of scholastic aptitude, what implication does this have for cultural bias or no cultural bias? The implication is that if tests are not culturally biased they won't do a good job of predicting a criteria which, in itself, is culturally biased.

Grades are culturally biased, a child isn't going to get a very high grade unless he meets the objectives of instruction of a particular teacher, and her objectives are going to relate to established educational goals. These goals primarily reflect educational goals of our middle class society. They do not necessarily reflect the goals of all sub-cultures within our society. We are pretty well agreed in education that we want people to be able to read and write and compute, we want them to be able to do intelllectual tasks, we want them to be conversant with our total human background. There are a lot of other things that we accept as being important. To predict these goals we need a measure which contains some of these same aspects. A traditional intelligence test which is culturally biased which does reflect whether a student can read well, whether he has a good command of the language, whether he can compute well, whether he reasons well. If a test contains these things, it is apt to predict the criteria which we say is important.

If we ever have a truly culture free test, whether it is a flash of light in the eye of what not, test specialists would universally guess, that it would not predict academic success as well as the tests that we already have. This is based on the assumption that it would be used with students who are going to go through an academic program just like the ones we have now, or substantially unchanged. Those who feel that we need and are making efforts to produce culturally fair tests, in essence are saying, what we really want to find out is which students from a sub-culture that does not give them equal educational opportunities are apt to profit most by special help. Unless there is some change in the individual's ability to reason, some change in his knowledge or skill, the fact that we could identify that he is bright, that he might have acquired more knowledge and understanding if he had been born in a different family or reared in a different environment, the fact that we know this won't make any difference in his success or lack of success in school unless we make some change or alteration in his knowledge or skill pattern.

Some of the writers in this area are saying that perhaps this isn't the problem, perhaps we need to change our criteria. When this is said, the articles that I have read have not carried the discussion much further. In essence this statement is saying then we should change our entire educational program, that we should change our values, that we should change the things that we expect of our young people. It would be my guess that we're not apt to get that sort of change very quickly. We do as a society have certain demands and certain expectations of young people. I rather doubt that we are going to change these drastically.

As administrators of colleges you have certain goals and your faculty have certain goals for your students. I doubt that you are going to change these to correspond to goals currently held by sub-cultures within our society that are rather different from the large, middle-class subculture that tends to determine most of our goals. But unless we do change, the tests that we currently have will continue to be the best predictor of success in our present programs. The other types of tests, if we can get them, may be useful; however, in identifying students that may be helped to succeed in our present program with some special activities designed to remedy or make up for deficiencies. In many respects Project Headstart is very specifically aimed at providing remediation, providing experiences in a school setting which many boys and girls are not getting at home or are not getting from their peers. Dr. Bloom, in a recent monograph in which he has digested the bulk of the research in this area for the last 20 to 30 years, says that we can make the biggest changes in human beings at ages 3 to 5. We can make somewhat fewer changes from ages 5 to 7 and even fewer as the youngster gets older. The place that one probably can do the most good in when youngsters are very young.

REPORT OF GROUP DISCUSSIONS

The group of participants were divided into three groups for discussion purposes. The basis of grouping was public or private and public was further divided according to college enrollment.

Groups of approximately ten Institute participants each discussed the presentations on "supportive functions" by Max Raines, on "staffing" by Marie Prahl, and on "inter-institutional relationships" by Marie Prahl. Each of these discussions contributed extensively to the Institute as is seen from the discussions reported from the small to medium public junior college group (B) which follows.

2/-Group B

Wednesday, July 7
Discussion Coordinator, Dr. Max Smith, Director.
Office of Community College Cooperation
Michigan State University

Dr. Max S. Smith, Director of the Community and Junior College Administrative Institute, Michigan State University, opened the discussions with a statement of function and purpose of the group. He requested topics from the individual participants to be used for group discussions.

Mr. Reuben Gutierrez called to the attention of the group that out-of-state students were becoming a real problem at his school. Thirty percent of their student body came from states other than Colorado. This number is growing larger each year with the bulk of the students coming from states east of the Mississippi river.

Several schools represented by this group had similar problems but not on such a large scale.

Solutions were discussed as follows:

I. Higher tuition for out-of-state students. In almost every college represented, higher tuition rates are charged to out-of-state students. This does not seem to slow the rate of out-of-state students applying for admission.

II. Higher academic qualifications for out-of-state students. Ashland, Kentucky Community College reported that the requirements for out-of-state students include the rule that they must rank in the upper 50 percent of their high school class. The group felt that policy along this line of reasoning might be a possible solution.

III. Non-Admission of Out-of-State Students. Dr. Smith explained the policy of Lansing, Michigan Junior College. They do not admit students outside of a 25 mile radius. Out-of-state students cannot be accepted by virtue of a Board rule. Some Michigan Junior Colleges charge a per capita cost to out-of-state students, while others select students from the local area and then expand the radius of acceptance until the quota is reached.

The problem changes with locality, depending primarily on the total number of students in a given area who wish to attend college. Junior colleges vary so greatly in size that schools at one end of the ladder recruit students aggressively while schools at the other end have many more students than they can accept.

Mr. James McKinstry proposed discussion of a statement by Dr. James Lewis stating that upper classmen should be used in orientation as well as in other school programs.

It was agreed that student participation, whenever possible, was desirable. Colleges use students in varied ways. For example: orientation, student government and activities.

There are some problems in student participation at the junior college level. They are:

1. Many junior college students commute, giving them almost no free time on the college campus.

2. The large turnover in junior colleges gives the administrator very few experienced students with which to work.
3. A large percentage of junior college students work from part to full time while attending college.

Additional comments concerning this question were: "The average age of the junior college student in Michigan is 25 + years." "These people are not usually interested in this type of participation." "Students have to be sought out and asked to help with school programs."

The discussion of student participation led to the next questions:

1. Do we give college students enough responsibility?
2. Why do college students seem to be distrustful of anyone over 30 years of age?
3. Are college students of the present basically different than those of 10, 20 or 30 years ago, and if so, why?
4. Is society responsible for the groups of students who have been rebeling in the form of student demonstrations?

All questions were discussed with some excellent comments. Dr. Smith said, "We must hit a happy medium and strive to create maturity and good judgment. They are the keys to normal reaction."

The final question was: "What is the role of the chief administrator of a community of junior college?" It was agreed that the chief administrator must follow legislation as specified by law and must stay within the bounds of permissive legislation.

Other leadership that is not outlined is up to the individual as determined by personal philosophy and in keeping with the policy of the institution.

Good educational leadership coordinates the school board, faculty, staff and student action.

Friday, July 9
Discussion Coordinator, James McKinstry, Dean
KeoKuk, Iowa Junior College

Discussion opened with a question from Philip Osborn. "What can junior colleges do for students who want to transfer to a junior college, but who have had an unsuccessful experience in another school."

He gave as an illustrative example: A student who thought he wanted to be an engineer and after enrolling and attending classes in this field, found that he was not happy with his choice. As a result of this unhappiness, he did poorly in his classes and dropped out of school.

One junior college represented places only the passing grades on the student's transcript and does not burden the transfering student with a low grade point average. This college uses only the grade point average of courses taken in their college as a basis for graduation.

Another school official stated that they listed all of the grades earned in other schools, and if the grade point average is below 2.00, place the student on academic probation for one school year.

Miss Prahl was asked about the procedure at Flint Community College. She related that if a student had been dropped from the University of Michigan or Michigan State University because of low grades and applied for admission at Flint Junior College, this student's record would be examined, the student counseled and finally admitted after staying out of school for at least one semester. Any course taken by this student in which he made at least a C grade would be accepted for full credit. Any work with a lower grade than that would not be accepted and no grade point average would be considered.

A somewhat different belief, that a record is a record and should be complete and that every course taken with grades, should be listed and previous grade point averages figured in the total, was suggested.

Most colleges represented in this group will accept students immediately even though they might have been dismissed or placed on academic probation by another school.

In event of disciplinary suspension of a transferring student, all colleges represented investigate the situation thoroughly and the decision of admission is made by the faculty council or the Dean.

Trinidad Junior College uses a transfer form for all students transferring to their school. This form is sent to the school from which the student is transferring and the completed form returned. Admission is granted from the information received and by personal recommendation. The Dean of Students makes this decision.

I personally judge each similarly related case after a conference with the student and the person of authority from the transferring institution. Each case has different implications so I favor the method described by Dr. Raymond Young in "Guidelines for Research" and entitled the 'fly by the seat of your pants method.'

Next mentioned was the policy of letting students repeat courses after failing or not failing the first time it was taken.

In most cases, junior college students are allowed to retake a course and both final grades are entered on a transcript and the grades are averaged for the final grade point average. There was some feeling that we might be doing the student a service by entering only the final grade of the last time the student took the course.

The next question posed was: "What is the basic function of the student personnel program?"

Miss Marie Prahl, who was visiting the group, had this comment: "This is determined by the particular needs of the school as every junior college has a somewhat different situation than another might have."

When the program is being established, the peculiar needs should be determined and the person or staff should be selected to fit these needs. One cannot over-emphasize the importance of careful staff selection.

Miss Prahl explained the program of student services at Flint Junior College. Particular interest was noted in Flint's program dealing with articulation with the senior and junior high schools. Flint Junior College employs junior and senior high counselors during the summer. This arrangement serves a duo purpose:

1. Acquainting the counselors with the community college program.
2. Provides the college with much needed staff during the critical summer months.

"How do you handle counseling for incoming students?" Miss Prahl was asked. Her answer was: "They have four basic steps in the processing of a new student:"

1. Programming, which begins in May, followed by:
2. Conference with each returning student, done by the faculty.
3. Staff (permanent and augmented) sets up appointments with all admitted students.
4. Students spend 45 minutes with counselors. In this meeting, many areas concerning procedures for the new student, are covered.

Mr. Waage asked, "What about students who commit sins against society? Who handles this?"

Miss Prahl replied, "The student personnel staff handles this, not the counseling staff. The counseling staff is used only when it is felt they are needed. In one extreme case the Dean made the final decision, but only after using the counselors as resource people."

Mr. McKinstry asked, "What sort of background do you seek in a person being hired for student personnel work?" "Psychology?" Miss Prahl stated that this would be fine in some cases and if you only could have one counselor, this might be desirable but that efficient people come from all fields.

Miss Prahl closed the meeting with the reflection that possibly staff meetings have been over-done and the in-service meeting approach might be more beneficial.

Monday, July 12
Discussion Coordinator, Dr. Sigurd Rislov, Chairman
Junior College Administrative Program
Wayne State University

The third meeting of Group B was opened by Dr. Rislov with the invitation to the participants to discuss any issue that is a cause of concern or question.

In reference to the first day's discussion, the question was asked, "To what degree should we encourage student participation in the student personnel program?" Student Orientation emerged as the activity in which more students were used than any other program.

Other student controlled activities mentioned were: student boards, student senate, newspaper, student elections, yearbook, library, assemblies and cultural programs.

The breadth of student control varied somewhat, but in all cases the students were in almost complete control of the activity with limited advisement from faculty members. It was of interest also, that when students are involved in a program that requires control of a sizable budget, the students accept the budget as part of the duty.

Students are also used in the recruitment program. An example, a junior college student is taken back to his home high school to assist the college recruiting official. While most student participation was in fields generally recognized and accepted as one where students are used, one school uses students to evaluate the teaching staff. In this same school, students asked to be allowed to attend faculty meetings. This request was granted by the Dean. The Dean related that the administration and staff had been happy with the results.

Most schools, at some time, ask the students to offer their opinions concerning the strengths and weaknesses of the college and recommend possible changes. It was generally felt that a more honest opinion would be gained if the questionnaire was completed after the student had graduated. Most questionnaires of this type were filled out by the students at one of two times:

1. Immediately following graduation.
2. One year after graduation.

There was no general agreement about how valid this method of evaluation is or how honest the students were on the evaluation.

Probably one of the more difficult jobs of the community college administration is the one of determining just where and when changes should be made and just what is the over-all quality of his or her particular school.

It was the general feeling of the group that follow-up studies of graduating students attending a senior college should be made.

All colleges represented in the group receive grades of their former students. Some of the colleges feel that their former students make better grades at the senior institutions but in most cases the grades are about the same in in some cases slightly lower.

At the close of the session, the following questions were raised and followed with brief discussion:

1. What about ability grouping?
2. Do any junior colleges here allow students to take exams enabling them to "pass out of a class?"

The final comment was from Philip Osborn that Illinois University will permit a junior college student to transfer any number of hours to the university. The only stipulation involved was that this student must spend their final two years in attendance at the University. Dr. Rislov stated that this was a major accomplishment and that he hoped that this might become the policy of many more universities.

SUMMARY

Group B, composed of representatives of small to medium community colleges, met as a group for three and a half hour sessions.

The discussion leaders gave the group members freedom to discuss whatever they felt would be of most interest and benefit to the entire group.

The discussions and questions were primarily concerned with the student personnel program in community and junior colleges.

It was called to our attention not only by discussion leaders and group participants but also by featured speakers that we are dealing with a different type of student in general than in years past and our student personnel program must constantly undergo change to keep abreast of the demands.

Student participation in the personnel programs varied from limited to very active and ranging from orientation to participation in faculty meetings. It is generally agreed that the students themselves should determine the amount of their participation in the varied programs.

Enlightening discussions of the following were also held:

1. Transferring students
2. Grading
3. Ability grouping
4. The place of a technical program
5. General admission policies
6. Orientation
7. Activities
8. Organization of the administrative structure.

All the members of the group shared ideas and policies that were beneficial to all.

Group B Recorder: Lyle Hellyer, Dean
Centerville Iowa Community College

EVALUATION OF THE INSTITUTE

Each administrator attending the president's Institute was asked to mail a copy of the college organization chart in advance of the meetings.

At the conclusion of the Institute the conferees were asked to prepare a new organization chart for their college. No other instructions were given. The original charts were not returned.

The two charts were then compared to determine what change, if any, occurred during the intensive two weeks spent on student personnel programs.

Comparison of the before and after organization charts submitted by nineteen administrators who participated in this activity reveals that:

1. Ten administrators increased the complexity of the student personnel organization (by addition of positions, functions and services, etc.).
2. Three administrators consolidated and centralized their existing complex organizations (by unification under a dean of students, etc.).
3. Six administrators made little change.

The comparison indicates that the Institute experiences caused a majority of college administrators to reorganize their charts in favor of a stronger role for student personnel services.

Report of the Evaluation Committee

The summary of open-ended questions on the Institute rating sheet is as follows:

1. Summary Item 1 (Most valuable experiences)
    a. Extremely valuable presentations by a fine variety of resource people who are specialists in their respective fields.
    b. Opportunity to learn of many kinds of programs and to visit some of the Michigan community colleges.
    c. Opportunity to associate with fine, knowledgeable people of various backgrounds and responsibilities in junior college work.
    d. Free discussion, congenial atmosphere, sharing of ideas and opinions.
2. Summary Item 2 (Least valuable experiences)

    Some participants listed none; others listed the one or two which they found least interesting. There was no pattern, other than the subject of "group discussions," covered in Item 3, below.
3. Summary Item 3 (Suggestions which might improve future institutes)
    a. Several suggested group discussions be better organized and structured. There was a variety of opinions on "more," "fewer," more leadership, don't section by size, etc.

   b. Room off cafeteria where informal groups could breakfast and lunch together.
   c. Bibliography sent to participants in advance.
   d. More time allotted after each presentation for questions, discussion.
   e. Shorten to one full week, divide into two sessions of one week each, have another week in fall or winter, extend to three weeks.
   f. Have Messrs. Young, Rislov, Smith and Hall available for entire institute. They all make such valuable contributions as resource people.
   g. Provide a room for displaying all junior college materials, such as: Bulletins, annuals, manuals, publicity brochures, etc. Move all library materials to this room as a study-resource room for institute participants.

4. Summary Item 4 (Suggestions of subjects to be used in future institutes)
   a. Establishment and development of new comprehensive community colleges; i.e., campus planning, staffing, curriculum, finance, administration.
   b. Data processing, related services.
   c. Programs of articulation, admission.
   d. General education in the curriculum. The humanities in the j.c.
   e. Adult education, continuing education, community services.

f. Staffing and training of j.c. faculty; In-service faculty training.

g. Evaluation of the faculty.

h. The process of preparing for accreditation.

i. Preparing today's students for tomorrow's decisions.

j. Current issues in j.c. education.

k. Financial aids, foundations, admin. Fed. programs, etc.

l. Organization and staffing the college business office.

m. Intra-institutional morale.

n. An institute just for counselors.

o. New and unique programs of programmed instr., honors, automation.

p. Public relations, educating the community to j.c. philosophy.

Ratings of Institute Activities by Participants

	Excellent	Good	Satisfactory	Left Something To Be Desired
A. Areas Explored:				
1. Role of Junior College in Higher Education	18	7	2	
2. Administrative Theory & Academic Organization	12	11	2	1
3. Essential Supportive Functions in the College Instructional Program	17	7	1	

		Excellent	Good	Satisfactory	Left Something To Be Desired
4.	The Organization for Maximizing Student Personnel Services	17	11	2	
5.	Functional Grouping of Student Personnel Servs.	12	11	2	
6.	Student Personnel Services at Lansing Community Coll.	9	10	4	2
7.	Staffing for Essential Supportive Functions	8	14	4	
8.	PERT and the Community College	9	11	5	
9.	Research & the Junior College Student Personnel Prog.	15	8	2	
10.	Intra-Institutional Relationships and the Student Personnel Program	5	15	3	3
11.	The Student Admissions Program at the University of Michigan	8	13	5	
12.	Non-Academic Life of the Michigan Student	17	7	2	
13.	Electronic Data Processing in College Administration	7	15	3	1
14.	Counseling the Non-Student	6	14	4	2
15.	Preparing Today's Students for Tomorrow's Decisions	25	1		
16.	Staffing and Training of Community College Teachers	7	16	1	
17.	Evaluation of Student Achievement	11	13	2	
18.	Are I.Q. Tests Culturally Biased?	5	17	4	

	Excellent	Good	Satis-factory	Left Something To Be Desired
B. Library Resource Materials	11	8	2	2
C. Campus Resource Personnel	16	4		
D. Meeting Places	21	5		
E. Lodging	18	3		
F. Board	16	3		1
G. General Framework, Planning	24	2		
H. Cost	18	4	3	
I. Social Activities	12	1	1	
1. Prophet Company	23	1		
2. Tiger Baseball	14	5		
3. Picnic at the Hall's	25			
4. Luncheon, Kellogg Center, MSU	19	5		
5. Luncheons at League	21	5		
6. Golf Tournament	Had not yet occurred			
7. Annual Dinner				
J. Tours				
1. University of Michigan Campus	21	4	1	
2. Concordia Junior College	19	2		
3. Lansing Community College	16	9	1	
4. Schoolcraft Community College	11			
5. Delta Community College	10	1		

		Excellent	Good	Satis-factory	Left Something To Be Desired
K.	Time Schedule of Institute	18	7		1
L.	Discussion Sessions	12	8	3	1

M. General comments, suggestions, evaluations not included elsewhere:

Evaluation Committee:

James McKinstry, Chairman

Sister M. Anne Keating

John Purcell

MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM

5th Annual Junior College President's Institute
Ann Arbor, Michigan

July 6-16, 1965

ROSTER OF PARTICIPANTS

Dr. Marshall Arnold
Director
Henderson Community College
Henderson, Kentucky

Mr. Ralph Banfield
Assistant to the Director
Office of Admissions
University of Michigan
Ann Arbor, Michigan

Miss Winifred Barquist
Instructor, Psychology & Education
Boone Junior College
12 and Carroll
Boone, Iowa

Dr. Leon C. Billingsly
President
Jasper County Junior College
310 West 8th Street
Joplin, Missouri

Dr. Donald A. Canar
Executive Dean
Central YMCA Community College
19 South La Salle Street
Chicago, Illinois

Mr. Donald J. Carlyon
Acting President
Delta College
University Center, Michigan

Dr. Bruce G. Carter
President
Northeastern Oklahoma A & M
Miami, Oklahoma

Dr. Robert L. Goodpaster
Director
Ashland Community College
Ashland, Kentucky

Mr. Reuben Gutierrez
Dean of Students
Trinidad State Junior College
Trinidad, Colorado

Mr. Lyle Hellyer
Dean, Centerville Community College
519 Drake Avenue
Centerville, Iowa

Mr. Harold Hile
Dean
Student Personnel Services
Fort Smith Junior College
Fort Smith, Arkansas

Mr. Charles E. Hill
Dean
Rochester Junior College
Rochester, Minnesota

Mr. Paul Hirschy
P.O. Box 294
South Delsea Drive
Franklinville, New Jersey

Mr. Sydney R. Hoekstra
2215 Sylvan, S. E.
Grand Rapids, Michigan

Roster of Participants

Sister M. Anne Keating, O.P.
Assistant Dean
Aquinas College
Grand Rapids, Michigan

Sister Mary Remigia Kostick
President
Lourdes Junior College
6832 Convent Blvd.
Sylvania, Ohio

Dr. Max J. Lerner
President
Lorain County Community College
128 O'Neil Sheffield Center
Lorain, Ohio

Miss Idelia Loso
Dean
Ely Junior College
Ely, Minnesota

Mr. James A. McKinstry
Dean
Keokuk Community College
727 Washington
Keokuk, Iowa

Mrs. Yuriko Y. Nishimoto
Kapiolani Technical School
620 Pensacola Street
Honolulu, Hawaii

Mr. Philip S. Osborn
Dean
Canton Community College
1001 Main Street, North
Canton, Illinois

Mr. Roy V. Palmer
Dean
Michigan Christian Junior College
800 West Avon Road
Rochester, Michigan

Mr. Raymond A. Pietak
Director of Admissions
Niagara County Community College
Tonawanda, New York

Mr. John M. Purcell
Associate Dean of Instruction
State University of New York
Farmingdale, L. I., New York

Dr. Anthony J. Salatino
Academic Dean
Alice Lloyd College
Pippa Passes, Kentucky

Mrs. Marguerite Shewman
Dean of Students
Monticello College
Godfrey, Illinois

Mr. Wesley Waage
Dean, Fergus Falls State
Junior College
Fergus Falls, Minnesota

Mr. Henry F. Witt
Dean
Webster City Junior College
Webster City, Iowa

Dr. Paul A. Zimmerman
President
Concordia Lutheran Junior College
4090 Geddes Road
Ann Arbor, Michigan

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